

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**TRANSFORMATIONAL LEADERSHIP STYLE, MOTIVATION
AND ACADEMICS' JOB PERFORMANCE AT PUBLIC
UNIVERSITIES, SOUTH-WEST NIGERIA**

ALE OMOWUNMI RUTH



**MASTER OF SCIENCE (MANAGEMENT)
UNIVERSITI UTARA MALAYSIA
2019**

**Transformational Leadership Style, Motivation and Academics' Job
Performance at Public Universities, South-West Nigeria**

By



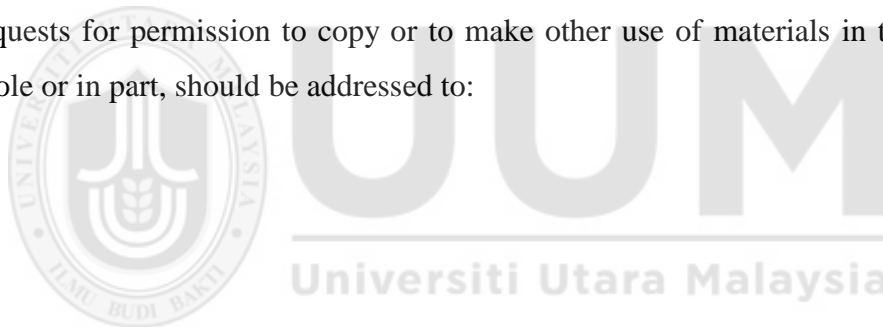
UUM
Universiti Utara Malaysia
ALE OMOWUNMI RUTH

**Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
Universiti Utara Malaysia,
In Fulfillment of the Requirement for Master of Science (Management)**

Permission to Use

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from University Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for the scholarly purpose may be granted by my supervisor or, in their absence, by Dean of Othman Yeop Abdullah Graduate School of Business. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



Dean of Othman Yeop Abdullah Graduate School of Business

UUM College of Business

Universiti Utara Malaysia

06010 UUM Sintok

Abstract

Currently, in Nigeria, the concern on the job performance of the public university academics is increasing resulted from severe academics' job retrenchment crisis due to the wavering and discouraging current economic condition. The problem certainly threatens their job guarantee that impede them to effectively perform their work. Besides, ineffective leadership with low motivation factors causing reluctance to perform their work. Nevertheless, previous studies revealed transformational leadership and appropriate motivation increase good job performance. Therefore, convincing motivation element and transformational leadership are two essential boosters to increase academics' job performance. Hence, this study aimed to investigate the relationship between transformational leadership, motivation and academics' job performance as well as gauging motivation variable as an important mediator on the relationship between transformational leadership and academics' job performance. A quantitative method was used via a survey. Data was collected from 515 academics through simple random sampling technique from six public universities in six geopolitical zones at southwest Nigeria. Data were analyzed using SPSS and PLS-SEM statistical software. Four hypotheses were tested examining the extent of correlation, prediction and mediation influence in the research framework. Findings revealed a significant positive relationship between transformational leadership, motivation and academics job performance, whilst transformational leadership is substantiated as a significant predictor of academic's job performance. In fact, motivation is confirmed as a significant mediator on the relationship between transformational leadership and academics' job performance. Overall, results have supported previous findings on the relationship between these variables and the importance of motivation in assisting transformational leadership to enhance academics' job performance. Theoretical implications, methodologies and practicalities are discussed and in line with the global industries requirements and implement program development leadership for university academics. Therefore, the university sector should ensure effective transformational leadership in order to improve academics' motivation that will enhance their job performance.

Keyword: Transformational leadership style, motivation, job performance, academics, south-west Nigeria public universities.

Abstrak

Pada masa ini, di Nigeria, kebimbangan mengenai prestasi kerja ahli akademik di universiti awam semakin meningkat berikutan krisis pemberhentian kerja ahli akademik yang teruk kerana keadaan ekonomi semasa yang lemah dan tidak menggalakkan. Masalah ini pasti mengancam jaminan pekerjaan mereka dan menghalang mereka dari melaksanakan kerja mereka dengan berkesan. Selain itu, kepimpinan yang tidak berkesan dan faktor motivasi rendah meningkatkan keengganan ahli akademik dari melaksanakan kerja mereka dengan baik. Walau bagaimanapun, kajian terdahulu menunjukkan kepimpinan transformasi dan motivasi yang sesuai meningkatkan prestasi kerja yang baik. Maka, kepimpinan transformasi dan motivasi yang meyakinkan adalah dua penggalak penting untuk meningkatkan prestasi kerja ahli akademik. Oleh itu, kajian ini dijalankan untuk mengkaji hubungan antara kepimpinan transformasi, motivasi dan prestasi kerja ahli akademik serta mengukur motivasi sebagai pengantara penting terhadap hubungan antara kepimpinan transformasi dan prestasi kerja ahli akademik. Kaedah kuantitatif telah digunakan melalui kaji selidik. Data dikumpulkan dari 515 ahli akademik melalui teknik pensampelan rawak mudah dari enam universiti awam di enam zon geopolitik di Nigeria selatan-barat. Data dianalisis menggunakan perisian statistik SPSS dan PLS-SEM. Empat hipotesis telah diuji meneliti sejauh mana korelasi, ramalan dan pengaruh mediasi dalam rangka penyelidikan. Penemuan menunjukkan hubungan positif yang signifikan antara kepimpinan transformasi, motivasi dan prestasi kerja ahli akademik, manakala kepimpinan transformasi disokong sebagai peramal penting prestasi kerja ahli akademik. Malah, motivasi disahkan sebagai pengantara penting mengenai hubungan antara kepimpinan transformasi dan prestasi kerja ahli akademik. Secara keseluruhannya, keputusan telah menyokong penemuan sebelumnya mengenai hubungan antara pemboleh ubah – pemboleh ubah dan kepentingan motivasi dalam membantu kepimpinan transformasi untuk mempertingkatkan prestasi kerja ahli akademik. Implikasi teori, metodologi dan praktikal dibincangkan dan selaras dengan keperluan industri dan global dalam melaksanakan kepimpinan pembangunan program untuk pentadbir universiti. Oleh itu, sektor universiti harus memastikan kepimpinan transformasi yang berkesan untuk meningkatkan motivasi ahli akademik yang akan meningkatkan prestasi pekerjaan mereka.

Katakunci: Kepimpinan transformasi, motivasi, prestasi kerja, ahli akademik, universiti awam di selatan-barat Nigeria.

Acknowledgement

The MSc journey is made possible through the grace and mercies of the Almighty God, Jehovah as well as the support and encouragement of many people. I am indeed grateful to all of you and acknowledge with many sincere thanks.

A million thanks to my lovely and kind of supervisor. Dr Awanis Ku Ishak. I humbly recognize with sincere appreciation your scholarly support, guidance, and guardian throughout the course of this study. I am constantly amazed at your ability and willingness to share your time and other resources with me. I am grateful for the privilege to tap from the fountains of your knowledge. Your love care and affection are unparalleled in the course of this study. Thank you, my dear supervisor, Dr Awanis.

My sincere appreciation goes to Dr Hanissah A. Razak and Dr Bidayat Akmal Hassan Kamal for their role as reviewers at my MSc Proposal Defense and external examiner Dr Umami Naemah Saraih UniMap your insightful scholarly suggestions/comments and interests contribute immensely to MSc Thesis - Transformational Leadership Style, Motivation and Academics' Job Performance at Public Universities in South-West, Nigeria.

May the God Almighty guide, bless and guard you all. I appreciate.

I am greatly indebted to my lovely parent, family and friends Mr and Mrs Oni Amos Ogbe, Mr Femi Ogbe, Ms Sarah Ogbe, Mr Ale Jeremiah Jesupelumi Jesuseyitan. I recognize with thanks the support of the RCCG members, Pastor Peace Odetah, Dr

Seun Adeyeye, Dr Toye Oyetade, Mr Odukoya B. Jibril, Dr Yusuf Suleiman, Dr Olusola J. Okuboye, Dr. Otega Okinono, Dr. Kehinde Aliyu, Ms Tariro Masunda, Mr Afeez Kayode, Mr Hamid O. Musibau, Mr Lateef Ademola, RCCG Sunday Church school group, Nigerian UUM Lecturers, and acknowledgement goes to all who helped and supported financially, academic research pursuit during course of study.



Table of Contents

Permission to Use	i
Abstract.....	ii
Abstrak.....	iii
Acknowledgement	iv
Table of Contents	vi
List of Tables	xi
List of Figures	xii
List of Appendices	xiii
Glossary of Terms.....	xiv
List of Abbreviations	xv
CHAPTER ONE INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the Study	3
1.2 Problem Statement.....	9
1.3 Research Questions	24
1.4 Research Objectives	24
1.5 The Scope of the Study.....	25
1.6 Significance of the Study.....	26
1.6.1 Theoretical	28
1.6.2 Practical gap.....	30
1.7 Definition of the Key Terms.....	31
1.8 Organization of the Chapter	33
CHAPTER TWO LITERATURE REVIEW	35
2.0 Introduction	35
2.1 Job Performance.....	35
2.1.1 Academic Job Performance	48
2.1.2 Previous Studies on Academic Job Performance.....	54
2.2 Transformational Leadership Style	62
2.2.1 Transformational Leadership Style	62

2.2.2	Previous studies on Relationship between Transformational Leadership Styles and Academic Job Performance	79
2.3	Motivation	84
2.3.1	Types of Motivation	87
2.3.1.1	Intrinsic Motivation	87
2.3.1.2	Extrinsic Motivation	90
2.4	Previous studies on motivation	93
2.4.1	Previous Studies on Motivation and Transformational Leadership Style	94
2.4.2.	Previous Studies on Motivation and Academics Job Performance	95
2.4.3	Motivation as a Potential Variable to Mediate the Relationship between Transformational Leadership Style and Job Performance.....	97
2.5	Research Framework.....	117
2.7	Underpinning Theories	119
2.7.1	Social exchange theory	119
2.7.2	General Systems Theory.....	126
2.8	Hypotheses Development.....	128
2.8.1	Relationship between Transformational Leadership Style and academic job Performance.....	128
2.8.2	Relationship between Transformational Leadership Style and Motivation	131
2.8.3	Relationship between motivation and Job Performance.....	132
2.9	Motivation variable as Mediating Hypothesis.....	133
2.10	Summary of Chapter.....	136
CHAPTER THREE RESEARCH METHODOLOGY		138
3.0	Introduction	138
3.1	Research Framework	139
3.2	Research Hypothesis	139
3.3	Research Design	139
3.4	Population and Sample size	141
3.4.1	Population of the study	141

3.4.2	Sample Size Determination	142
3.4.3	Sampling Technique	143
3.5	Data Collection	145
3.6	Operational Definitions of Variables	146
3.6.1	Dependent Variable	147
3.6.1.1	Job Performance	147
3.6.2	Independent Variables	150
3.6.2.1	Transformational Leadership Style	151
3.6.3	Motivation Mediating Variables	155
3.6.3.1	Intrinsic Motivation	155
3.6.3.2	Extrinsic motivation	156
3.7	Measurement of Variables	158
3.8	Data Collection Procedure	160
3.8.1	Questionnaire Design	162
3.9	Technique of Data Analysis	162
3.9.1	Descriptive Statistics Analysis	163
3.9.2	Data Screening	165
3.9.3	Partial Least Squares (PLS) Technique	165
3.9.4	Internal Consistent Reliability	168
3.9.5	Convergent Validity	169
3.9.6	Discriminant Validity	169
3.9.7	Technique for Goodness of fit (G.O.F)	170
3.10	Pilot Study	170
3.10.1	Data Analysis	173
3.11	Reliability and Validity Analysis	174
3.12	Summary of the chapter	174
CHAPTER FOUR RESULT FINDINGS		175
4.0	Introduction	176
4.1	Preliminary Analysis	176
4.1.1	Missing Data Analysis	176
4.1.2	Response Rate	177

4.1.3	Multivariate Outliers.....	178
4.1.4	Test of Normality.....	179
4.1.5	Multicollinearity test.....	182
4.1.6	Common Method Variance	183
4.2	Assessment of the Measurement Model	185
4.2.1	Individual Item (Indicator) Reliability	186
4.2.2	Internal Consistency Reliability	187
4.2.3	Convergent Validity.....	189
4.2.4	Discriminant Validity Analysis.....	192
4.3	Assessment of Higher Order Construct (HOC)	196
4.4	Descriptive Statistic and Inferential Statistic	198
4.4.1	Variable Mean and Standard Deviation.....	198
4.4.2	Demographic profile of the respondents.....	199
4.5	Assessment of Structural Model Test	203
4.5.1	Analysis of the Second-Order Constructs.....	204
4.5.2	Hypothesis of the main effect Testing	204
4.6	Testing for Mediation.....	206
4.6.1	Coefficient of Determination (R ²).....	206
4.6.2	Effect Size (F^2)	208
4.6.3	Predictive Capability of the Model (Q ²)	209
4.7	Summary of findings	211
4.8	Summary of Chapter	211
CHAPTER FIVE DISCUSSION		213
5.0	Introduction	213
5.1	Recapitulations of the Research Study Finding.....	213
5.2	Summary of key research findings	216
5.2.1.	Findings related to research objective one.....	217
5.2.2	Findings related to research objective two.....	218
5.2.3	Findings related to research objective three	220
5.2.4	Findings related to research objective four	222
5.3	Implications of the study	226

5.3.1	Theoretical implications	226
5.3.2	Practical implications.....	227
5.4	Limitations and Suggestions for future research.....	229
5.5	Conclusion.....	232
REFERENCES.....		234



List of Tables

Table 3.1 Population of the study (South-west geo-political zone)	141
Table 3.2 Percentage for Proportionate Sample Technique	145
Table 3.3 Measures for academic job performance in universities	149
Table 3.4 Measures of transformational leadership style in public universities	151
Table 3.5 Measures of intrinsic motivation in public universities	155
Table 3.6 Measures of Extrinsic Motivation in public universities	157
Table 3.7 The Rules of Thumb for Cronbach's Alpha Coefficient Size	172
Table 3.8 Summary of Reliability Test for Pilot Test	173
Table 4.1 Total and Percentage of Missing Values	177
Table 4.2 Response Rate of the Questionnaires	178
Table 4.3 Values of Skewness and Kurtosis of measured variables	181
Table 4.4 Result of Tolerance and variance inflated factor (VIF) value	182
Table 4.5 Common method variance	183
Table 4.6 Result of the measurement model first stage and second stage order constructs	189
Table 4.7 Fornel Larcker Criterion for Discriminant Validity	192
Table 4.8 Heterotrait-Monotrait Ratio (HTMT)	193
Table 4.9 Loadings and cross-loadings	194
Table 4.10 Assessment of higher order construct validity and reliability	197
Table 4.11 Mean and Standard Deviation of the Variables	199
Table 4.12 Summary of the Respondents' Demography	199
Table 4.14 Results of Hypothesis for Indirect effect	206
Table 4.15 Coefficient of determination (R ²)	207
Table 4.16 Effect size for direct effect	209
Table 4.17 Predictive relevance of the model (Q ²)	210
Table 4.18 Summary of Hypotheses Testing	211

List of Figures

Figure 1.1 Map of Nigeria that Includes the Study Area	9
Figure 1.2 Model of transformational leadership.....	76
Figure 2.1 Research Framework	119
Figure 3.1 Research Framework	139
Figure. 4.1 Normal Q-Q plot.....	180
Figure 4.2 First Stage Measurement Model	188
Figure 4.3 Second Stage of Measurement Model	188
Figure 4.4 Structural model- Bootstrapping Technique The Mediating Role of Motivation in TLS and job performance.	204



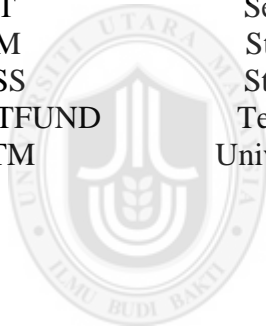
List of Appendices

Appendix A Research Questionnaire	320
Appendix B Cross Loadings	327
Appendix C T-Statistics	329
Appendix D Questionnaire Google Monkey Layout	332



List of Abbreviations

AVE	Average Variance Extracted
ASUU	Academic Staff Union of University
CA	Cronbach Alpha
CB	Covariance Based
CR	Composite Reliability
GOF	Goodness of Fit
HOD	Head of Department
HPWS	High-Performance Work System
HR	Human Resources
ICiR	International Center for Investigative Reporting
KPK	Khyber Pakhtunkhwa
NUC	National University Commission
OCB	Organizational Citizenship Behavior
OIT	Organismic Integration Theory
PLS	Partial Least Square
SDT	Self-Determination Theory
SEM	Structural Equation Modelling
SPSS	Statistical Package for Social Science
TETFUND	Tertiary Education Trust Fund
UiTM	University Teknologi Mara Dungun, Terengganu



Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In today's global business environment, job performance is seen as an important consideration for an organization in order to successfully survive in the current highly competitive business internationally. As a consequence, the employee should continuously improve their performance in order to remain competitive in their industry for a long period of time. This is a result of the fact that the success of institutes relies largely on the performance of the employees working in that organization. Therefore, it is fair to say that job performance is crucial for the realization of institutional goals which can lead to credible output. In organizations, goals have to be explicitly consistently defined by the employees and management staff (Groen, Wouters & Wilderom, 2012).

Job performance is described as an act of employee behaviours at work which contributes to organizational objectives and divided into efficiency, productivity, and effectiveness. It is involved in the behaviours of organizational members to complete the organizational expectation, rules or formal roles (Shin, Sung, Choi & Kim, 2015; Lin & Hsu 2017). However, job performance engaging in the specific movement to achieve work requirements and maintaining corresponding to the conditions, policies, and procedure in the organizational environment (Battilana, Sengul, Pache & Model, 2015). From this view, it could be said that an organization's success or failure depends on the job performance of the individuals in the organization (Serrat,

The contents of
the thesis is for
internal user
only

REFERENCES

- Aarabi, M. S., Subramaniam, I. D., & Akeel, A. B. A. A. B. (2013). The relationship between motivational factors and job performance of employees in the Malaysian service industry. *Asian Social Science*, 9(9), 301–310. <https://doi.org/10.5539/ass.v9n9p301>
- Abdulsalam, D., & Mawoli, M. A. (2012). Motivation and Job Performance of Academic Staff of State Universities in Nigeria: The case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, 7(14), 142–148. <https://doi.org/10.5539/ijbm.v7n14p142>
- Acar, A. B. (2014). Do Intrinsic and Extrinsic Motivation Factors Differ for Generation X and Generation Y. *International Journal of Business and Social Science*, 5(5), 12–20. <https://pdfs.semanticscholar.org/4e06/bd3bca701ffa8246b52016468773f2e8fb6.pdf>
- A check Timah, A. (2015). Motivational strategies used by principals in the management of schools: the case of some selected secondary schools in the Fako Division of the Southwest Region of Cameroon.
- Adam, F. (2014). Introduction. In *Measuring National Innovation Performance* (pp. 1–3). Springer.
- Adetunji, A. T. (2016). Problems hindering Quality Provision in Nigerian Universities a review of academic officers. *International Journal of Management and Social Sciences Research*, 5(2), 38-45.
- Adetunji, A. T. (2016). Nigerian university quality, why the hero falls: a review of university academia and where things went wrong. International.

- Adeyemi, T. O. (2010). Principals Leadership styles and teachers job performance in Senior Secondary Schools in Ondo State, Nigeria. *International Journal of Educational Administration and Policy Studies*, 2(6), 83–91.
- Afful-Broni, A. (2012). The relationship between Motivation and Job Performance at the University of Mines and Technology, Tarkwa, Ghana: Leadership Lessons. *Creative Education*, 3(3), 309–314. <https://doi.org/10.4236/ce.2012.33049>
- Aghion, P., Dewatripont, M., Hoxby, C., Mas-Colell, A., & Sapir, A. (2010). The governance and performance of universities: evidence from Europe and the US. *Economic Policy*, 25(61), 7–59.
- Ahmad, F., Abbas, T., Latif, S., & Rasheed, A. (2014). Impact of Transformational Leadership on Employee Motivation in the Telecommunication Sector. *Journal of Management Policies and Practices*, 2(2), 11–25.
- Ajayi, S. A. (2008). The development of free primary education scheme in Western Nigeria, 1952-1966: Analysis. 1–12. <https://www.ajol.info/index.php/og/article/viewFile/52320/40944>
- Ajmal, A., Bashir, M., Abrar, M., Khan, M. M., & Saqib, S. (2015). The effects of intrinsic and extrinsic rewards on employee attitudes; mediating role of perceived organizational support. *Journal of Service Science and Management*, 8(4), 461.
- Akanbi, P. A. (2011). Influence of extrinsic and intrinsic motivation on employees' performance. Retrieved October 7, 2011.
- Akeel, A., & Indra, D. (2013). The Role of Transformation Leadership Style in Motivating Public Sector Employees in Libya. *Australian Journal of Basic and Applied Sciences*, 7(2), 2013.

- Akert, N., & Martin, B. N. (2012). The role of teacher leaders in school improvement through the perceptions of principals and teachers. *International Journal of Education*, 4(4), 284–299. <https://doi.org/10.5296/ije.v4i4.2290>
- Akgunduz, Y. (2015). The influence of self-esteem and role stress on job performance in hotel businesses. *International Journal of Contemporary Hospitality Management*, 27(6), 1082-1099.
- Akhavan Tabassi, A., & Hassan Abu Bakar, A. (2010). Towards assessing the leadership style and quality of transformational leadership: the case of construction firms of Iran. *Journal of Technology Management in China*, 5(3), 245–258.
- Akpan, N. S. (2010). Governance and communal conflicts in a post-democratic Nigeria: A case of the oil-producing Niger Delta Region. *Journal of African Studies and Development*, 2(3), 65–74.
- Alanazi, T., & Rasli, A. (2015). The Review Of The Concepts And Relationship Between Job Performance And Transformational Leadership Style. *Sains Humanika*, 5(2).
- Albrecht, S. L., Bakker, A. B., Gruman, J. A., Macey, W. H., & Saks, A. M. (2015). Employee engagement, human resource management practices and competitive advantage: An integrated approach. *Journal of Organizational Effectiveness: People and Performance*, 2(1), 7-35.
- Alessandri, G., Consiglio, C., Luthans, F., & Borgogni, L. (2018). Testing a dynamic model of the impact of psychological capital on work engagement and job performance. *Career Development International*, 23(1), 33-47.
- Alessandri, G., Borgogni, L., & Truxillo, D. M. (2015). Tracking job performance

trajectories over time: A six-year longitudinal study. *European Journal of Work and Organizational Psychology*, 24(4), 560-577.

Alexander, P. A., & Grossnickle, E. M. (2016). Positioning interest and curiosity within a model of academic development. *Handbook of Motivation at School*, 188–208.

Ali, A. Y., Dahie, A. M., & Ali, A. A. (2016). Teacher motivation and school performance, the mediating effect of job satisfaction: Survey from Secondary schools in Mogadishu. *International Journal of Education and Social Science*, 3(1), 24–38.

Almutairi, D. O. (2015). The Mediating Effects of Organizational Commitment on the Relationship between Transformational Leadership Style and Job Performance. *International Journal of Business and Management*, 11(1), 231.

Alshurideh, M., Alhadeed, A. Y., & Barween, A. (2015). The Effect of Internal Marketing on Organizational Citizenship Behavior an Applicable Study on the University of Jordan employees. *International Journal of Marketing Studies*, 7(1), 138–144. <https://doi.org/10.5539/ijms.v7n1p138>

Amabile, T. M. (1993). Motivational synergy: Toward new conceptualizations of intrinsic and extrinsic motivation in the workplace. *Human Resource Management Review*, 3(3), 185–201. [https://doi.org/10.1016/1053-4822\(93\)90012-S](https://doi.org/10.1016/1053-4822(93)90012-S)

Amabile, T. M., Conti, R., Coon, H., Lazenby, J., & Herron, M. (1996). Assessing the work environment for creativity. *Academy of Management Journal*, 39(5), 1154–1184.

Amabile, T. M., Hill, K. G., Hennessey, B. A., & Tighe, E. M. (1994). The Work

- Preference Inventory: assessing intrinsic and extrinsic motivational orientations. *Journal of Personality and Social Psychology*, 66(5), 950–967. Retrieved from file:///C:/Users/Samsung/Downloads/psp-66-5-950.pdf
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6-14.
- Amaghionyeodiwe, L. A., & Osinubi, T. S. (2012). The Development Impact of Higher Education in Nigeria. *International Journal of Sustainable Development*, 85–120. Retrieved from https://papers.ssrn.com/sol3/JELJOUR_Results.cfm?form_name=journalbrowse&journal_id=1650801
- Amin, S. U., Kamal, Y., & Sohail, A. (2016). The relationship between transformational leadership and project team performance: Assessing the mediating role of a project team management education. *Apeejay Journal of Management Sciences and Technology*, 3(3), 1–12.
- Andersen, L. B., Bjørnholt, B., Bro, L. L., & Holm-Petersen, C. (2016). Leadership and motivation: a qualitative study of transformational leadership and public service motivation. *International Review of Administrative Sciences*, 0020852316654747.
- Anikpo, M. (1986). *Foundations of social science research: a methodological guide for students*. Abic.
- Aqel, R. A. A. (2017). *Identifying non-monetary factors that affect employee performance in the Palestinian telecommunications sector* (Doctoral dissertation).

- Aarabi, M. S., Subramaniam, I. D., & Akeel, A. B. A. A. B. (2013). The relationship between motivational factors and job performance of employees in the Malaysian service industry. *Asian Social Science*, 9(9), 301.
- Areepattamannil, S., Freeman, J. G., & Klinger, D. A. (2011). Intrinsic motivation, extrinsic motivation, and academic achievement among Indian adolescents in Canada and India. *Social Psychology of Education*, 14(3), 427–439.
- Ariyabuddhiphongs, V., & Kahn, S. I. (2017). they adopt a leadership style that refines abilities of academic leaders and assists them to attain profit performance. *Journal of Human Resources in Hospitality & Tourism*, 16(2), 215–233.
- Arnolds, C. A., & Boshoff, C. (2002). Compensation, esteem valence and job performance: an empirical assessment of Alderfer's ERG theory. *International Journal of Human Resource Management*, 13(4), 697–719.
- Arthur, J. B. (1994). Effects of human resource systems on manufacturing performance and turnover. *Academy of Management Journal*, 37(3), 670–687.
- Arvey, R. D., & Murphy, K. R. (1998). Performance evaluation in work settings. *Annual Review of Psychology*, 49(1), 141–168.
- Aryee, S., Walumbwa, F. O., Mondejar, R., & Chu, C. W. (2015). Accounting for the influence of overall justice on job performance: Integrating self-determination and social exchange theories. *Journal of Management Studies*, 52(2), 231-252.
- Ashmos, D. P., & Huber, G. P. (1987). The systems paradigm in organization theory: Correcting the record and suggesting the future. *Academy of Management Review*, 12(4), 607–621.

- Asiyai, R. I. (2013). Challenges of quality in higher education in Nigeria in the 21st century. *International Journal of Educational Planning & Administration*, 3(2), 159-172.
- Asogwa, U. C. (2017). Job Rotation, Motivation, Demographic Variables and Job Performance of Career Administrators in Universities in South East, Nigeria.
- Avolio, B. J., Waldman, D. A., & Einstein, W. O. (1988). Transformational leadership in a management game simulation: Impacting the bottom line. *Group & Organization Studies*, 13(1), 59–80.
- Baba, A., & Ghazali, S. B. (2017). *Influence Of Organizational Justice On Motivation Of Public Sector Employees In Nigeria: An Empirical Investigation*.
- Babalola, S. S. (2016). The effect of leadership style, job satisfaction and employee-supervisor relationship on job performance and organizational commitment. *Journal of Applied Business Research (JABR)*, 32(3), 935–946.
- Babbie, E. (2004). Survey research. *The Practice of Social Research*, 10(1), 242–280.
- Bacha, E. (2014). The relationship between transformational leadership, task performance and job characteristics. *Journal of Management Development*, 33(4), 410–420.
- Badara, M. A. S., & Saidin, S. Z. (2014). Empirical evidence of antecedents of internal audit effectiveness from a Nigerian perspective. *Middle-East Journal of Scientific Research*, 19(4), 460-469.
- Bakker, A. B., & Demerouti, E. (2007). The job demands-resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328.
- Bakker, A. B., & Demerouti, E. (2014). Job demands–resources theory. *Wellbeing*,

3(1), 2–28. <https://doi.org/10.1002/9781118539415.wbwell019>

- Bakker, A. B., Demerouti, E., & Verbeke, W. (2004). Using the job demands-resources model to predict burnout and performance. *Human Resource Management*, 43(1), 83–104.
- Bamberger, P. A., Biron, M., & Meshoulam, I. (2014). *Human resource strategy: Formulation, implementation, and impact*. Routledge.
- Bandura, A., & Cervone, D. (1986). Differential engagement of self-reactive influences in cognitive motivation. *Organizational Behavior and Human Decision Processes*, 38(1), 92–113.
- Baranowski, T., Anderson, C., & Carmack, C. (1998). Mediating variable framework in physical activity interventions: How are we doing? How might we do better? *American Journal of Preventive Medicine*, 15(4), 266–297.
- Barasa, C. (2015). Influence of teacher motivational strategies on students' improved academic performance in day secondary schools: A case of Trans nzoia west district. The University of Nairobi.
- Barling, J., Weber, T., & Kelloway, E. K. (1996). Effects of transformational leadership training on attitudinal and financial outcomes: A field experiment. *Journal of Applied Psychology*, 81(6), 827.
- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173–1182. doi:10.1037/0022-3514.51.6.1173.
- Barrett, R. (2011). *The new leadership paradigm*. Lulu. com.
- Barrick, M. R., Mount, M. K., & Li, N. (2013). The theory of purposeful work

- behaviour: The role of personality, higher-order goals, and job characteristics. *Academy of Management Review*, 38(1), 132–153.
- Barrick, M. R., Stewart, G. L., & Piotrowski, M. (2002). Personality and job performance: a test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87(1), 43.
- Barto, A. G. (2013). Intrinsic motivation and reinforcement learning. In *Intrinsically motivated learning in natural and artificial systems* (pp. 17–47). Springer.
- Basham, L. M. (2012). Transformational leadership characteristics necessary for today's leaders in higher education. *Journal of International Education Research*, 8(4), 343.
- Bass, B. M. (1985). Leadership: Good, better, best. *Organizational Dynamics*, 13(3), 26–40.
- Bass, B. M. (1998). The ethics of transformational leadership. *Ethics, the Heart of Leadership*, 169–192.
- Bass, B. M. (2008). The Bass Handbook of Leadership: Theory. *Research, and Managerial Applications* 4th.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership and organizational culture. *Public Administration Quarterly*, 112–121.
- Bass, B. M., & Avolio, B. J. (1994). Transformational leadership and organizational culture. *The International Journal of Public Administration*, 17(3–4), 541–554.
- Bass, B. M., & Avolio, B. J. (1995). *MLQ: Multifactor Leadership Questionnaire for Research: Permission Set*. Mind Garden.
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press.

- Basu, R., & Green, S. G. (1997). Leader-member exchange and transformational leadership: an empirical examination of innovative behaviours in leader-member dyads. *Journal of Applied Social Psychology*, 27(6), 477–499.
- Battilana, J., Sengul, M., Pache, A.-C., & Model, J. (2015). Harnessing productive tensions in hybrid organizations: The case of work integration social enterprises. *Academy of Management Journal*, 58(6), 1658–1685.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: the desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529.
- Becker, B., & Gerhart, B. (1996). The impact of human resource management on organizational performance: Progress and prospects. *Academy of Management Journal*, 39(4), 779–801.
- Belias, D., & Koustelios, A. (2014). Transformational leadership and job satisfaction in the banking sector: A review. *International Review of Management and Marketing*, 4(3), 187–200.
- Bellé, N. (2013). Experimental evidence on the relationship between public service motivation and job performance. *Public Administration Review*, 73(1), 143–153.
- Beltrán-Martín, I., & Bou-Llusar, J. C. (2018). Examining the intermediate role of employee abilities, motivation and opportunities to participate in the relationship between HR bundles and employee performance. *BRQ Business Research Quarterly*, 21(2), 99–110.
- Bénabou, R., & Tirole, J. (2011). Identity, morals, and taboos: Beliefs as assets. *The Quarterly Journal of Economics*, 126(2), 805–855.

- Benedetti, A. A., Diefendorff, J. M., Gabriel, A. S., & Chandler, M. M. (2015). The effects of intrinsic and extrinsic sources of motivation on well-being depend on the time of day: The moderating effects of workday accumulation. *Journal of Vocational Behavior*, 88, 38-46.
- Bhargava, S., & Pradhan, H. (2016). Work Value Congruence and Job Performance: Buffering Role of Leader-Member Exchange and Core Self Evaluation. *Asian Social Science*, 13(1), 98.
- Bhuvanaiah, T., & Raya, R. P. (2015). Mechanism of improved performance: intrinsic motivation and employee engagement. *SCMS Journal of Indian Management*, 12(4), 92.
- Björklund, C. (2001). Work motivation: Studies of its determinants and outcomes. Economic Research Institute, Stockholm School of Economics (Ekonomiska forsknings institute vid Handelshögsk.) (EFI).
- Blau, P. M. (1964a). *Exchange and power in social life*. Transaction Publishers.
- Blau, P. M. (1964b). Social exchange theory. Retrieved September 3, 2007.
- Blaikie, N. (2003). Analyzing quantitative data: From description to explanation. Sage.
- Blecharz, J., Horodyska, K., Zarychta, K., Adamiec, A., & Luszczynska, A. (2015). Intrinsic Motivation Predicting Performance Satisfaction in Athletes: Further Psychometric Evaluations of the Sports Motivation Scale-6. *Polish Psychological Bulletin*, 46(2), 309–319. <https://doi.org/10.1515/ppb-2015-0037>
- Boateng, I. A., Kanyandewe, S., & Sassah, M. (2014). Organizational Climate a Tool for Achieving Employees Job Satisfaction in Ghanaian Manufacturing Firms. *International Journal of Academic Research in Business and Social Sciences*,

4(9), 166.

- Boehm, S. A., Dwertmann, D. J. G., Bruch, H., & Shamir, B. (2015). The missing link? Investigating Organizational Identity Strength and Transformational Leadership Climate as Mechanisms that Connect CEO Charisma with Firm Performance. *The Leadership Quarterly*, 26(2), 156–171. <https://doi.org/10.1016/j.leaqua.2014.07.012>
- Bonache, J., & Noethen, D. (2014). The impact of individual performance on organizational success and its implications for the management of expatriates. *The International Journal of Human Resource Management*, 25(14), 1960–1977.
- Bono, J. E., & Judge, T. A. (2004). Personality and transformational and transactional leadership: a meta-analysis. *Journal of Applied Psychology*, 89(5), 901–910. <https://doi.org/10.1037/0021-9010.89.5.901>
- Borman, W. C., & Motowidlo, S. J. (1997). Task performance and contextual performance: The meaning for personnel selection research. *Human Performance*, 10(2), 99–109.
- Borman, W. C., & Motowidlo, S. J. (2014). *Organizational citizenship behaviour and contextual performance: A special issue of human performance*. Psychology Press.
- Borman, W. C., Brantley, L. B., & Hanson, M. A. (2014). Progress Toward Understanding the Structure and Determinants of Job Performance: A focus on task and citizenship performance. *International Journal of Selection and Assessment*, 22(4), 422–431.
- Boshoff, C., & Arnolds, C. (1995). Some antecedents of employee commitment and

- their influence on job performance: A multi-foci study. *South African Journal of Business Management*, 26(4), 125–135.
- Bottomley, P., Mostafa, A. M. S., Gould-Williams, J. S., & León-Cázares, F. (2016). The impact of transformational leadership on organizational citizenship behaviours: The contingent role of public service motivation. *British Journal of Management*, 27(2), 390-405.
- Bouckennooghe, D., Zafar, A., & Raja, U. (2015). How Ethical Leadership Shapes Employees' Job Performance: The Mediating Roles of Goal Congruence and Psychological Capital. *Journal of Business Ethics*, 129(2), 251–264. <https://doi.org/10.1007/s10551-014-2162-3>
- Bowling, N. A., Khazon, S., Meyer, R. D., & Burrus, C. J. (2015). Situational strength as a moderator of the relationship between job satisfaction and job performance: A meta-analytic examination. *Journal of Business and Psychology*, 30(1), 89-104.
- Boyatzis, R. E. (2008). Leadership development from a complexity perspective. *Consulting Psychology Journal: Practice and Research*, 60(4), 298–313. <https://doi.org/10.1037/1065-9293.60.4.298>
- Bozeman, B., & Gaughan, M. (2011). Job satisfaction among university faculty: Individual, work, and institutional determinants. *The Journal of Higher Education*, 82(2), 154–186.
- Brass, D. J. (1981). Structural relationships, job characteristics, and worker satisfaction and performance. *Administrative Science Quarterly*, 331–348.
- Bratko, D., Chamorro-Premuzic, T., & Saks, Z. (2006). Personality and school performance: Incremental validity of self-and peer-ratings over intelligence.

- Personality and Individual Differences*, 41(1), 131–142.
<https://doi.org/10.1016/j.paid.2005.12.015>
- Braun, S., Peus, C., Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly*, 24(1), 270–283.
<https://doi.org/10.1016/j.leaqua.2012.11.006>
- Breevaart, K., Bakker, A. B., Demerouti, E., & van den Heuvel, M. (2015). Leader-Member Exchange, Work Engagement, and Job Performance. *Journal of Managerial Psychology*, 30(7), 754–770. <https://doi.org/10.1108/JMP-03-2013-0088>
- Brief, A. P., & Motowidlo, S. J. (1986). Prosocial organizational behaviours. *Academy of Management Review*, 11(4), 710–725.
- Brooks, J. S., & Normore, A. H. (2010). Educational leadership and globalization: Literacy for a global perspective. *Educational Policy*, 24(1), 52–82.
- Buchanan, D., & Huczynski, A. (1997a). *Organizational Behavior*. Vol. 7. London: Prentice Hall.
- Buchanan, D., & Huczynski, A. (1997b). Part 4: Organizational change and development. *Organizational Behavior: An Introductory Text*, 455–587.
- Buller, P. F., & McEvoy, G. M. (2012). Strategy, human resource management and performance: Sharpening line of sight. *Human Resource Management Review*, 22(1), 43–56.
- Burge, F., Haggerty, J. L., Pineault, R., Beaulieu, M.-D., Lévesque, J.-F., Beaulieu, C., & Santor, D. A. (2011). Relational continuity from the patient perspective: comparison of primary healthcare evaluation instruments. *Healthcare Policy*,

7(Spec Issue), 124.

Burns, J. M. (1978). *Leadership: Transformational leadership, transactional leadership*. New York: Harper & Row.

Burns, J. M. (1998). Transactional and transforming leadership. *Leading Organizations*, 133–134.

Caillier, J. G. (2014). Toward a better understanding of the relationship between transformational leadership, public service motivation, mission valence, and employee performance: A preliminary study. *Public Personnel Management*, 43(2), 218-239.

Chaban, O. (2017). *Motivation and learning strategies in mandated continuing education professional programs* (Doctoral dissertation, Rutgers University-Graduate School of Education).

Campbell, D. J., Dardis, G., & Campbell, K. M. (2003). Enhancing incremental influence: a focused approach to leadership development. *Journal of Leadership & Organizational Studies*, 10(1), 29–44.

Campbell, J. D. (1990). Self-esteem and clarity of the self-concept. *Journal of Personality and Social Psychology*, 59(3), 538.

Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavalley, L. F., & Lehman, D. R. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology*, 70(1), 141.

Campbell, J. K., & Hwa, Y. S. (2014). Workplace Spirituality and Organizational Commitment Influence on Job Performance Among Academic Staff. *Jurnal Pengurusan*, 40(1), 115–123.

Campbell, J. P. (1990). The role of theory in industrial and organizational

psychology.

- Campbell, J. P., Gasser, M. B., & Oswald, F. L. (1996). The substantive nature of job performance variability. *Individual Differences and Behavior in Organizations*, 258–299.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. *Personnel Selection in Organizations*, 3570, 35–70.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance: In N. Schmitt & WC Borman (Eds.), *Personnel Selection in Organizations* (pp. 35-70). San Francisco: Jossey-Bass.
- Campbell, J. P., McHenry, J. J., & Wise, L. L. (1990). Modelling job performance in a population of jobs. *Personnel Psychology*, 43(2), 313–575.
- Campbell, J. P., & Wiernik, B. M. (2015). The modelling and assessment of work performance. *Annu. Rev. Organ. Psychol. Organ. Behav.*, 2(1), 47-74.
- Cappelli, P., & Rogovsky, N. (1998). Employee Involvement and Organizational Citizenship: Implications for Labor Law Reform and “Lean Production# x201D. *ILR Review*, 51(4), 633–653.
- Carpini, J. A., Parker, S. K., & Griffin, M. A. (2017). A look back and a leap forward: a review and synthesis of the individual work performance literature. *Academy of Management Annals*, 11(2), 825-885.
- Carless, S. A., Wearing, A. J., & Mann, L. (2000). A short measure of transformational leadership. *Journal of Business and Psychology*, 14(3), 389–405.
- Carmeli, A., Sheaffer, Z., Binyamin, G., Reiter-Palmon, R., & Shimoni, T. (2014). Transformational leadership and creative problem-solving: The mediating role

- of psychological safety and reflexivity. *The Journal of Creative Behavior*, 48(2), 115–135.
- Carsrud, A., & Brännback, M. (2011). Entrepreneurial motivations: what do we still need to know? *Journal of Small Business Management*, 49(1), 9–26.
- Cartwright, D., & Lippitt, R. (1957). Group dynamics and the individual. *International Journal of Group Psychotherapy*, 7(1), 86–102.
- Cartwright, D. (2013). Group dynamics and the individual. *Readings and Exercises in Organizational Behavior*, 101.
- Carpini, J. A., Parker, S. K., & Griffin, M. A. (2017). A look back and a leap forward: A review and synthesis of the individual work performance literature. *Academy of Management Annals*, 11(2), 825-885.
- Cascio, W. F. (1995). Whither industrial and organizational psychology in a changing world of work? *American Psychologist*, 50(11), 928.
- Cascio, W. F., & Aguinis, H. (2005). Applied psychology in human resource management. Retrieved from <https://pdfs.zgpole.spb.ru/1000/21181dd16cd3c5175a019ce744d7e9c9ce67>
- Cavana, R. Y., Delahaye, B. L., & Sekaran, U. (2001). *Applied business research: Qualitative and quantitative methods*. John Wiley & Sons Australia.
- Cavazotte, F., Moreno, V., & Bernardo, J. (2013). Transformational leaders and work performance: the mediating roles of identification and self-efficacy. *BAR-Brazilian Administration Review*, 10(4), 490–512.
- Cavazotte, F., Moreno, V., & Hickmann, M. (2012). Effects of leader intelligence, personality and emotional intelligence on transformational leadership and managerial performance. *The Leadership Quarterly*, 23(3), 443-455.

- Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin*, 140(4), 980–1008. <https://doi.org/10.1037/a0035661>
- Chamberlin, M., Newton, D. W., & LePine, J. A. (2018). A meta-analysis of empowerment and voice as transmitters of high-performance managerial practices to job performance. *Journal of Organizational Behavior*.
- Chandrasekar, K. (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1), 1–16.
- Chamberlin, M., Newton, D. W., & LePine, J. A. (2018). A meta-analysis of empowerment and voice as transmitters of high-performance managerial practices to job performance. *Journal of Organizational Behavior*.
- Charbonneau, D., Barling, J., & Kelloway, E. K. (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation. *Journal of Applied Social Psychology*, 31(7), 1521–1534. <https://doi.org/10.1111/j.1559-1816.2001.tb02686.x>
- Chang, J. H., & Teng, C. C. (2017). Intrinsic or extrinsic motivations for hospitality employees' creativity: The moderating role of organization-level regulatory focus. *International Journal of Hospitality Management*, 60, 133-141.
- Charbonneau, D., Barling, J., & Kelloway, E. K. (2001). Transformational leadership and sports performance: The mediating role of intrinsic motivation. *Journal of Applied Social Psychology*, 31(7), 1521–1534.
- Chaudhry, A. Q., & Javed, H. (2012). Impact of transactional and laissez-faire leadership style on motivation. *International Journal of Business and Social*

Science, 3(7).

- Chaudhary, N., & Sharma, B. (2012). Impact of employee motivation on performance (productivity) in private organization. *International Journal of Business Trends and Technology*, 2(4), 29–35.
- Chen, A. S., Bian, M., & Hou, Y.-H. (2015). Impact of transformational leadership on subordinate's EI and work performance. *Personnel Review*, 44(4), 438–453.
- Chen, C.-Y., & Li, C.-I. (2013). Assessing the spiritual leadership effectiveness: The contribution of follower's self-concept and preliminary tests for moderation of culture and managerial position. *The Leadership Quarterly*, 24(1), 240–255.
<https://doi.org/10.1016/j.leaqua.2012.11.004>
- Chen, J.-C., & Silverthorne, C. (2008). The impact of locus of control on job stress, job performance and job satisfaction in Taiwan. *Leadership & Organization Development Journal*, 29(7), 572–582.
<https://doi.org/10.1108/01437730810906326>
- Cheung, M. F. Y., & Wong, C.-S. (2011). Transformational leadership, leader support, and employee creativity. *Leadership & Organization Development Journal*, 32(7), 656–672.
- Chevallier, C., Kohls, G., Troiani, V., Brodtkin, E. S., & Schultz, R. T. (2012). The social motivation theory of autism. *Trends in Cognitive Sciences*, 16(4), 231–239.
- Chiaburu, D. S., Oh, I. S., Wang, J., & Stoverink, A. C. (2017). A bigger piece of the pie: The relative importance of affiliative and change-oriented citizenship and task performance in predicting overall job performance. *Human Resource Management Review*, 27(1), 97–107.

- Chikungwa, T., & Chamisa, S. F. (2013). An Evaluation of Recognition on Performance as a Motivator: A Case of Eastern Cape Higher Education Institution. *Mediterranean Journal of Social Sciences*, 4(14), 219–225.
- Chiniara, M., & Bentein, K. (2016). Linking servant leadership to individual performance: Differentiating the mediating role of autonomy, competence and relatedness need satisfaction. *The Leadership Quarterly*, 27(1), 124-141.s
- Cho, Y. J., & Perry, J. L. (2012). Intrinsic motivation and employee attitudes: Role of managerial trustworthiness, goal-directedness, and extrinsic reward expectancy. *Review of Public Personnel Administration*, 32(4), 382–406.
<https://doi.org/10.1177/0734371X11421495>
- Churchill, G. A. (1979). A paradigm for developing better measures of marketing constructs. *Journal of Marketing Research*, XVI, 64–73.
- Churchill Jr, G. A., & Peter, J. P. (1984). Research design effects on the reliability of rating scales: A meta-analysis. *Journal of Marketing Research*, 360–375.
- Clark, K. B. (1989). *Dark Ghetto: Dilemmas of social power*. Wesleyan University Press.
- Cleavenger, D. J., & Munyon, T. P. (2013). It's how you frame it: Transformational leadership and the meaning of work. *Business Horizons*, 56(3), 351–360.
<https://doi.org/10.1016/j.bushor.2013.01.002>
- Cobblah, M.-A. (2015). The contribution of staff training and development programmes to effective library and information services in selected university libraries in Ghana.
- Coetzer, W. J., & Rothmann, S. (2006). Occupational stress of employees in an insurance company. *South African Journal of Business Management*, 37(3), 29–

- Coker-Kolo, D., & Darley, W. K. (2013). The role for African universities in a changing world. *Journal of Third World Studies*, 30(1), 11.
- Colquitt, J., LePine, J. A., Wesson, M. J., & Wu, X. (2010). *Organizational behaviour: Essentials for improving performance and commitment*. Dongbei University of Finance & Economics Press.
- Conchie, S. M. (2013). Transformational leadership, intrinsic motivation, and trust: a moderated-mediated model of workplace safety. *Journal of Occupational Health Psychology*, 18(2), 198.
- Conger, J. A. (1999). Charismatic and transformational leadership in organizations: An insider's perspective on these developing streams of research. *The Leadership Quarterly*, 10(2), 145–179. [https://doi.org/10.1016/S1048-9843\(99\)00012-0](https://doi.org/10.1016/S1048-9843(99)00012-0)
- Connolly, T. (1976). Some conceptual and methodological issues in expectancy models of work performance motivation. *Academy of Management Review*, 1(4), 37–47.
- Cook, K. S., Cheshire, C., Rice, E. R. W., & Nakagawa, S. (2013). Social exchange theory. In *Handbook of social psychology* (pp. 61–88). Springer.
- Cooper, D. R., Schindler, P. S., & Sun, J. (2008). *Business research methods. Social Research*.
- Cooper, D. R., & Schindler, P. S. (2003). *Business research methods. Business*.
- Cooper, D., & Schindler, P. (2001). *Research methodology. Tata McGraw Hill Publishing Company Ltd. New Delhi*.
- Corbin, J. M., & Strauss, A. (1990). Grounded theory research: Procedures, canons,

- and evaluative criteria. *Qualitative Sociology*, 13(1), 3–21.
- Cote, S., & Miners, C. T. H. (2006). Emotional intelligence, cognitive intelligence, and job performance. *Administrative Science Quarterly*, 51(1), 1–28.
- Covington, M. V. (2000). Goal theory, motivation, and school achievement: An integrative review. *Annual Review of Psychology*, 51(1), 171–200.
- Cresswell, W. (2008). Non-lethal effects of predation in birds. *Ibis*, 150(1), 3–17.
- Csikszentmihalyi, M. (2014). *Flow and the foundations of positive psychology: The collected works of Mihaly Csikszentmihalyi*. Springer.
- Cropanzano, R., & Mitchell, M. S. (2005). Social exchange theory: An interdisciplinary review. *Journal of management*, 31(6), 874-900.
- Cuevas-Rodríguez, G., Gomez-Mejia, L. R., & Wiseman, R. M. (2012). Has agency theory run its course?: Making the theory more flexible to inform the management of reward systems. *Corporate Governance: An International Review*, 20(6), 526–546.
- Currie, G., & Lockett, A. (2011). Distributing leadership in health and social care: concertive, conjoint or collective? *International Journal of Management Reviews*, 13(3), 286–300. <https://doi.org/10.1111/j.1468-2370.2011.00308.x>
- Cyert, R. M., & March, J. G. (1963). A behavioural theory of the firm. *Englewood Cliffs, NJ*, 2.
- Dahlgaard-Park, S. M., Reyes, L., & Chen, C. K. (2018). The evolution and convergence of total quality management and management theories. *Total Quality Management & Business Excellence*, 1-21.
- Dai, Y.-D., Dai, Y.-Y., Chen, K.-Y., & Wu, H.-C. (2013). Transformational vs transactional leadership: which is better? A study on employees of international

- tourist hotels in Taipei City. *International Journal of Contemporary Hospitality Management*, 25(5), 760–778. <https://doi.org/10.1108/IJCHM-Dec-2011-0223>
- Dalal, R. S., Baysinger, M., Brummel, B. J., & LeBreton, J. M. (2012). The relative importance of employee engagement, other job attitudes, and trait affect as predictors of job performance. *Journal of Applied Social Psychology*, 42(S1).
- Dalal, R. S., Bhawe, D. P., & Fiset, J. (2014). Within-person variability in job performance: A theoretical review and research agenda. *Journal of Management*, 40(5), 1396-1436.
- Darolia, C. R., Kumari, P., & Darolia, S. (2010). Perceived organizational support, work motivation, and organizational commitment as determinants of job performance. *Journal of the Indian Academy of Applied Psychology*, 36(1), 69–78.
- Dartey-Baah, K., & Amoako, G. K. (2011). Application of Frederick Herzberg's Two-Factor theory in assessing and understanding employee motivation at work: a Ghanaian Perspective. *European Journal of Business and Management*, 3(9), 1–8.
- Dauda, A., & Mawoli, M. A. (2012). Motivation and Job Performance of Academic Staff of State Universities in Nigeria: The Case of Ibrahim Badamasi Babangida University, Lapai, Niger State. *International Journal of Business and Management*, 7(14), 142–148. <https://doi.org/10.5539/ijbm.v7n14p142>
- David, A. P. (2010). Examining the relationship between personality and burnout in college students: The role of academic motivation.
- David, A. U., & Eguzoikpe, U. G. (2016). An Empirical Synthesis of Employees' Perceived Relationship between Motivation and Job Performance in Nigeria.

Covenant University Journal of Politics and International Affairs, 2(1).

Day, D. V, & Sin, H.-P. (2011). Longitudinal tests of an integrative model of leader development: Charting and understanding developmental trajectories. *The Leadership Quarterly*, 22(3), 545–560.

Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63-82.

De Beer, M., Nzama, L., & Visser, D. (2008). Predicting work performance through selection interview ratings and psychological assessment.

De Feyter, T., Caers, R., Vigna, C., & Berings, D. (2012). Unravelling the impact of the Big Five personality traits on academic performance: The moderating and mediating effects of self-efficacy and academic motivation. *Learning and Individual Differences*, 22(4), 439–448.

Deichmann, D., & Stam, D. (2015). Leveraging transformational and transactional leadership to cultivate the generation of organization-focused ideas. *The Leadership Quarterly*, 26(2), 204-219.

Deinert, A., Homan, A. C., Boer, D., Voelpel, S. C., & Gutermann, D. (2015). Transformational leadership sub-dimensions and their link to leaders' personality and performance. *The Leadership Quarterly*, 26(6), 1095-1120.

De Jesus, S. N., Rus, C. L., Lens, W., & Imaginário, S. (2013). Intrinsic motivation and creativity related to product: A meta-analysis of the studies published between 1990–2010. *Creativity Research Journal*, 25(1), 80–84.

de Lara, P. Z. M., & Tacoronte, D. V. (2007). ¿ Son eficientes las estrategias

coercitivas en el control de la conducta desviada en el trabajo? Un modelo basado en normas, control y castigo organizativo. *Revista Europea de Dirección Y Economía de La Empresa*, 16(3), 73–92.

Deluga, R. J. (1994). Supervisor trust building, leader-member exchange and organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology*, 67(4), 315–326.

De Stobbeleir, K. E. M., Ashford, S. J., & Buyens, D. (2011). Self-regulation of creativity at work: The role of feedback-seeking behaviour in creative performance. *Academy of Management Journal*, 54(4), 811–831.

De Waal, A., & Kerklaan, L. (2013). Developing an evidence-based management approach for creating high performing higher education institutions. *Maastricht School of Management, Working Paper No. 2013/18*, 18.

Deci, E. L. (1972). The effects of contingent and noncontingent rewards and controls on intrinsic motivation. *Organizational Behavior and Human Performance*, 8(2), 217–229.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. American Psychological Association.

Deci, E. L., & Ryan, R. M. (1985a). Cognitive evaluation theory. In *Intrinsic motivation and self-determination in human behaviour* (pp. 43–85). Springer.

Deci, E. L., & Ryan, R. M. (1985b). Self-determination and intrinsic motivation in human behaviour. *NY: Plenum*.

Deci, E. L., & Ryan, R. M. (1985c). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109–

134.

Deci, E. L., & Ryan, R. M. (2012). Motivation, personality, and development within embedded social contexts: An overview of self-determination theory. *The Oxford Handbook of Human Motivation*, 85–107.

Deichmann, D., & Stam, D. (2015). Leveraging Transformational and Transactional Leadership to Cultivate the Generation of Organization-Focused Ideas. *The Leadership Quarterly*, 26(2), 204–219.
<https://doi.org/10.1016/j.leaqua.2014.10.004>

Deinert, A., Homan, A. C., Boer, D., Voelpel, S. C., & Gutermann, D. (2015). Transformational leadership sub-dimensions and their link to leaders' personality and performance. *The Leadership Quarterly*, 26(6), 1095–1120.
<https://doi.org/10.1016/j.leaqua.2015.08.001>

Delaney, J. T., & Huselid, M. A. (1996). The impact of human resource management practices on perceptions of organizational performance. *Academy of Management Journal*, 39(4), 949–969.

Deluga, R. J. (1994). Supervisor trust building, leader-member exchange and organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology*, 67(4), 315–326.

Deluga, R. J. (1998). American presidential proactivity, charismatic leadership, and rated performance. *The Leadership Quarterly*, 9(3), 265–291.

Denis, J.-L., Langley, A., & Sergi, V. (2012). Leadership in the plural. *Academy of Management Annals*, 6(1), 211–283.

Diamond, A. (2013). Executive functions. *Annual Review of Psychology*, 64, 135–168.

- Di Pietro, L., Pantano, E., & Di Virgilio, F. (2014). Frontline employees' attitudes towards self-service technologies: Threats or opportunity for job performance?. *Journal of Retailing and Consumer Services*, 21(5), 844-850.
- Dobre, O. (2013). Employee motivation and organizational performance. *Review of Applied Socio-Economic Research*, 5(1), 53–60.
- Dobbs, R., Oppenheim, J., & Thompson, F. (2011) A new for commodities McKinsey Quarterly, 4(1), 13-15
- Dóci, E., & Hofmans, J. (2015). Task complexity and transformational leadership: The mediating role of leaders' state core self-evaluations. *The Leadership Quarterly*, 26(3), 436–447. <https://doi.org/10.1016/j.leaqua.2015.02.008>.
- Dolph, C. L., Sheshukov, A. Y., Chizinski, C. J., Vondracek, B., & Wilson, B. (2010). The index of biological integrity and the bootstrap: Can random sampling error affect stream impairment decisions? *Ecological Indicators*, 10(2), 527–537. <https://doi.org/10.1016/j.ecolind.2009.10.001>
- Dong, Y., Bartol, K. M., Zhang, Z. X., & Li, C. (2017). Enhancing employee creativity via individual skill development and team knowledge sharing: Influences of dual-focused transformational leadership. *Journal of Organizational Behavior*, 38(3), 439-458.
- Donkoh, R. (2016). Motivation and Job Performance among Teachers in La-Nkwantanang Madina Education Directorate. The University of Ghana.
- Donnelly. (2014). Supporting Lecturers in the Disciplines in the Affective Academic Writing Process. *Journal of Academic Writing*, 3(2), 61–69.
- Dubois, D., Prade, H., & Sandri, S. (1993). On possibility/probability transformations. *Fuzzy Logic*, 103–112.

- Dusterhoff, C., Cunningham, J. B., & MacGregor, J. N. (2014). The effects of performance rating, leader-member exchange, perceived utility, and organizational justice on performance appraisal satisfaction: Applying a moral judgment perspective. *Journal of business ethics*, 119(2), 265-273.
- Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45(4), 735–744.
- Eberly, M. B., Bluhm, D. J., Guarana, C., Avolio, B. J., & Hannah, S. T. (2017). Staying after the storm: How transformational leadership relates to follower turnover intentions in extreme contexts. *Journal of Vocational Behavior*, 102, 72-85.
- Ebisine, S. S. (2014). Academic Quality Assurance in the colleges of education: Challenges and ways forward for future development. *International Letters of Social and Humanistic Sciences*, 2, 1–9.
- Ebuara, V. O., Udida, L. A., Ekpiken, W., & Bassey, U. U. (2009). Re-inventing the Nigerian Universities Dream and the Challenge of Leadership. *A paper presented at the 11th International Conference of Educational Management Association of South Africa (EMASA)*.
- Eby, L. T., Freeman, D. M., Rush, M. C., & Lance, C. E. (1999). Motivational bases of affective organizational commitment: A partial test of an integrative theoretical model. *Journal of Occupational and Organizational Psychology*, 72(4), 463–483.
- Edoka, I. P. (2012). Decomposing Differences in Cotinine Distribution between Children and Adolescents from Different Socioeconomic Backgrounds. The

University of York Health, Econometrics and Data Group Working Paper, (12/29).

Ekpe, I., Mat, N., & Adelaiye, M. O. (2017). Leadership skill, leadership style and job commitment among academic staff of Nigerian universities: the moderating effects of employee's attitude and work environment. *International Journal of Management in Education*, 11(1), 77-93.

Eisenbeiß, S. A., & Boerner, S. (2013). A double-edged sword: Transformational leadership and individual creativity. *British Journal of Management*, 24(1), 54–68.

Eisenhower, D. D., & Kappen, F. (2010). Leadership and motivation.

Elding, D. J. (2005). Modelling employee motivation and performance. The University of Birmingham.

Elgelal, K. S. K., & Noermijati, N. (2015). The Influences of Transformational Leadership on Employees Performance (A Study of the Economics and Business Faculty Employee at University of Muhammadiyah Malang). *Asia-Pacific Management and Business Application*, 3(1), 48–66.

Eme, O. I., Emeh, I. E., & Anyadike, N. (2012). Industrial Relations In Nigeria: Current Trends And Future Challenges. *Culture & Religion Review-Journal*, 2012(1).

Emerson, R. M. (1972). Exchange theory, part I: A psychological basis for social exchange. *Sociological Theories in Progress*, 2, 38–57.

Emerson, R. M. (1976). Social exchange theory. *Annual Review of Sociology*, 2(1), 335–362.

Epstein, M. J., Buhovac, A. R., & Yuthas, K. (2015). Managing social,

- environmental and financial performance simultaneously. *Long range planning*, 48(1), 35-45.
- Estiri, M., Amiri, N. S., Khajeheian, D., & Rayej, H. (2017). Leader-member exchange and organizational citizenship behaviour in the hospitality industry: a study on the effect of gender. *Eurasian Business Review*, 1-18.
- Eysenck, M. W., & Calvo, M. G. (1992). Anxiety and performance: The processing efficiency theory. *Cognition & Emotion*, 6(6), 409–434.
- Ezeigbo, O. G. (2017). Utilization of the Committee System of Administration in State Universities in South East Nigeria.
- Fallatah, R. H. M., & Syed, J. (2018). A Critical Review of Maslow's Hierarchy of Needs. In *Employee Motivation in Saudi Arabia* (pp. 19-59). Palgrave Macmillan, Cham.
- Fan, D., Cui, L., Zhang, M. M., Zhu, C. J., Härtel, C. E. J., & Nyland, C. (2014). Influence of high-performance work systems on employee subjective well-being and job burnout: empirical evidence from the Chinese healthcare sector. *The International Journal of Human Resource Management*, 25(7), 931–950.
- Fang, M., Gerhart, B., & Ledford Jr, G. E. (2013). Negative effects of extrinsic rewards on intrinsic motivation: more smoke than fire. *World at Work Journal*, 22(2), 17–29.
- Feng Jing, F., Avery, G. C., & Bergsteiner, H. (2011). Organizational climate and performance in retail pharmacies. *Leadership & Organization Development Journal*, 32(3), 224–242.
- Ferris, D. L., Lian, H., Brown, D. J., & Morrison, R. (2015). Ostracism, self-esteem, and job performance: When do we self-verify and when do we self-

- enhance?. *Academy of Management Journal*, 58(1), 279-297.
- Filley, A. C., House, R. J., & Kerr, S. (1976). The evolution of management theory. *Managerial Process and Organizational Behavior*. Glenview, NJ: Scott Foresman.
- Fillis, I., & Rentschler, R. (2010). The role of creativity in entrepreneurship. *Journal of Enterprising Culture*, 18(1), 49–81.
- Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses*. John Wiley & Sons.
- Fisher, C. B. (2003). A Goodness-of-fit ethic for informed consent to research involving adults with mental retardation and developmental disabilities. *Developmental Disabilities Research Reviews*, 9(1), 27–31.
- Fisher, R., McPhail, R., & Menghetti, G. (2010). Linking employee attitudes and behaviours with business performance: a comparative analysis of hotels in Mexico and China. *International Journal of Hospitality Management*, 29(3), 397–404.
- Fogaça, N., Rego, M. C. B., Melo, M. C. C., Armond, L. P., & Coelho Jr, F. A. (2018). Job Performance Analysis: Scientific Studies in the Main Journals of Management and Psychology from 2006 to 2015. *Performance Improvement Quarterly*, 30(4), 231-247.
- Folorunso, O. O., Adewale, A. J., & Abodunde, S. M. (2014). Exploring the effect of organizational commitment dimensions on employees performance: empirical evidence from the academic staff of Oyo State Owned Tertiary Institutions, Nigeria. *International Journal of Academic Research in Business and Social Sciences*, 4(8), 275.

- Ford, R. C., & Richardson, W. D. (2013). Ethical decision making: A review of the empirical literature. In *Citation classics from the Journal of Business Ethics* (pp. 19–44). Springer.
- Fornell, C., & Larcker, D. F. (1981). Structural equation models with unobservable variables and measurement error: Algebra and statistics. *Journal of Marketing Research*, 382–388.
- Frayne, C. A., & Geringer, J. M. (2000). Self-management training for improving job performance: A field experiment involving salespeople. *Journal of Applied Psychology*, 85(3), 361. <https://doi.org/10.1037/0021-9010.85.3.361>
- Frayne, C. A., & Latham, G. P. (1987). Application of social learning theory to employee self-management of attendance. *Journal of Applied Psychology*, 72(3), 387.
- Frazer, L., & Lawley, M. (2001). *Questionnaire design and administration: a practical guide*. Wiley.
- Frey, B. S., Homberg, F., & Osterloh, M. (2013). Organizational control systems and pay-for-performance in the public service. *Organization Studies*, 34(7), 949–972. <https://doi.org/0170840613483655>
- Fried, Y., Shirom, A., Gilboa, S., & Cooper, C. L. (2008). The mediating effects of job satisfaction and propensity to leave on role stress-job performance relationships: Combining meta-analysis and structural equation modelling. *International Journal of Stress Management*, 15(4), 305–328. <https://doi.org/10.1037/a0013932>
- Frieder, R. E., Wang, G., & Oh, I. S. (2018). Linking job-relevant personality traits, transformational leadership, and job performance via perceived meaningfulness

- at work: A moderated mediation model. *Journal of Applied Psychology*, 103(3), 324.
- Furnham, A., Forde, L., & Cotter, T. (1998). Personality and intelligence. *Personality and Individual Differences*, 24(2), 187–192. [https://doi.org/10.1016/S0191-8869\(97\)00169-4](https://doi.org/10.1016/S0191-8869(97)00169-4)
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362.
- Gagné, M., & Vansteenkiste, M. (2013). Self-determination theory's contribution to positive organizational psychology. In *Advances in positive organizational psychology* (pp. 61–82). Emerald Group Publishing Limited.
- García-Morales, V. J., Jiménez-Barrionuevo, M. M., & Gutiérrez-Gutiérrez, L. (2012). Transformational leadership influence on organizational performance through organizational learning and innovation. *Journal of Business Research*, 65(7), 1040–1050.
- Gberevbie, D. E., Osibanjo, A. O., Adeniji, A. A., & Oludayo, O. A. (2014). An Empirical Study of Gender Discrimination and Employee Performance among Academic Staff of Government Universities in Lagos State, Nigeria. *International Journal of Social, Human Science and Engineering*, 8(1), 101–108.
- Geister, S., Konradt, U., & Hertel, G. (2006). Effects of process feedback on motivation, satisfaction, and performance in virtual teams. *Small Group Research*, 37(5), 459–489.
- George, J. M., & Brief, A. P. (1992). Feeling good-doing good: a conceptual analysis of the mood at work-organizational spontaneity relationship. *Psychological*

Bulletin, 112(2), 310.

Godard, J. (2004). A critical assessment of the high-performance paradigm. *British Journal of Industrial Relations*, 42(2), 349–378. <https://doi.org/10.1111/j.1467-8543.2004.00318.x>

Godwin, J. L., & Neck, C. P. (1998). Desired Transformational Leadership Behaviors in a Religions Organization: Analysis by Hierarchical Organizational Level. *International Journal Of Organization Theory And Behavior*, 1, 163–180.

Golden, T. D., & Veiga, J. F. (2018). Self-estrangement's toll on job performance: The pivotal role of social exchange relationships with coworkers. *Journal of Management*, 44(4), 1573-1597.

Gollan, P. J. (2005). High involvement management and human resource sustainability: The challenges and opportunities. *Asia Pacific Journal of Human Resources*, 43(1), 18–33.

Gong, Y., Huang, J.-C., & Farh, J.-L. (2009). Employee learning orientation, transformational leadership, and employee creativity: The mediating role of employee creative self-efficacy. *Academy of Management Journal*, 52(4), 765–778.

Gorman, C. A., Meriac, J. P., Roch, S. G., Ray, J. L., & Gamble, J. S. (2017). An exploratory study of current performance management practices: Human resource executives' perspectives. *International Journal of Selection and Assessment*, 25(2), 193-202.

Govindarajan, V. (1988). A contingency approach to strategy implementation at the business-unit level: integrating administrative mechanisms with strategy.

Academy of Management Journal, 31(4), 828–853.

Graen, G. (1976). Role-making processes within complex organizations. *Handbook of Industrial and Organizational Psychology*, 1201, 1245.

Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *The Leadership Quarterly*, 6(2), 219–247.

Grant, A. M. (2012). Leading with meaning: Beneficiary contact, prosocial impact, and the performance effects of transformational leadership. *Academy of Management Journal*, 55(2), 458–476.

Grant, A. M., & Berry, J. W. (2011). The necessity of others is the mother of invention: Intrinsic and prosocial motivations, perspective taking, and creativity. *Academy of Management Journal*, 54(1), 73–96.

Grant, A. M., Gino, F., & Hofmann, D. A. (2011). Reversing the extraverted leadership advantage: The role of employee proactivity. *Academy of Management Journal*, 54(3), 528–550.

Green, M. T. (2014). *Graduate leadership: A review of the science of leadership* (2nd ed.). North Charleston, SC: CreateSpace and Leadership Studies.

Griffin, R. W., Welsh, A., & Moorhead, G. (1981). Perceived task characteristics and employee performance: A literature review. *Academy of Management Review*, 6(4), 655–664.

Griffin, S. (2005). Fostering the development of whole-number sense: Teaching mathematics in the primary grades. *How Students Learn: History, Mathematics and Science in the Classroom*, 257–308.

- Griffin, P., & Thurber, J. A. (2015). Teaching public policy advocacy by combining academic knowledge and professional wisdom. *Interest Groups & Advocacy*, 4(1), 40-51.
- Groen, B. A. C., Wouters, M. J. F., & Wilderom, C. P. M. (2012). Why do Employees take more Initiatives to Improve their Performance after Co-developing Performance Measures? A field study. *Management Accounting Research*, 23(2), 120–141. <https://doi.org/10.1016/j.mar.2012.01.001>
- Grosser, T. J., Obstfeld, D., Choi, E. W., Woehler, M., Lopez-Kidwell, V., Labianca, G., & Borgatti, S. P. (2018). A Sociopolitical Perspective on Employee Innovativeness and Job Performance: The Role of Political Skill and Network Structure. *Organization Science*.
- Gruman, J. A., & Saks, A. M. (2011). Performance management and employee engagement. *Human Resource Management Review*, 21(2), 123–136.
- Guillén, M., Ferrero, I., & Hoffman, W. M. (2015). The neglected ethical and spiritual motivations in the workplace. *Journal of Business Ethics*, 128(4), 803–816.
- Guo, Y., Liao, J., Liao, S., & Zhang, Y. (2014). The mediating role of intrinsic motivation in the relationship between developmental feedback and employee job performance. *Social Behavior and Personality: An International Journal*, 42(5), 731–741.
- Habib, M. A., & Jalloh, A. A. A. (2016). Internal control in tertiary institutions: Ensuring continuous improvement in the educational system in Nigeria. *International Journal of Information, Business and Management*, 8(1), 223–241.

- Hackman, J. R., & Oldham, G. R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance*, 16(2), 250–279.
- Hackman, J. R., & Oldham, G. R. (1980). Work redesign.
- Hafiza, N. S., Shah, S. S., Jamsheed, H., & Zaman, K. (2011). The relationship between rewards and employee's Motivation in the non-profit organizations of Pakistan. *Business Intelligence Journal*, 4(2), 327–334.
- Hair, E., Halle, T., Terry-Humen, E., Lavelle, B., & Calkins, J. (2006). Children's school readiness in the ECLS-K: Predictions to academic, health, and social outcomes in first grade. *Early Childhood Research Quarterly*, 21(4), 431–454.
- Hair, J. F., Anderson, R. E., Babin, B. J., & Black, W. C. (2010). *Multivariate data analysis: A global perspective* (Vol. 7). Pearson Upper Saddle River, NJ.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). Multivariate data analysis 6th Edition. *Pearson Prentice Hall. New Jersey.*
- Humans: Critique and Reformulation. Journal of Abnormal Psychology*, 87, 49–74.
- Hair, J. F., Ringle, C. M., & Sarstedt, M. (2011). PLS-SEM: Indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139–152.
- Hair Jr, J. F., & Lukas, B. (2014). *Marketing research* (Vol. 2). McGraw-Hill Education Australia.
- Halbesleben, J. R. B., & Wheeler, A. R. (2008). The relative roles of engagement and embeddedness in predicting job performance and intention to leave. *Work & Stress*, 22(3), 242–256.
- Halidu, S. G. (2015). *An Evaluation Of University Funding In Nigeria-Evidence*

From the University Of Ibadan.

- Halkos, G., & Bousinakis, D. (2010). The effect of stress and satisfaction on productivity. *International Journal of Productivity and Performance Management*, 59(5), 415–431.
- Harari, M. B., Reaves, A. C., & Viswesvaran, C. (2016). Creative and innovative performance: A meta-analysis of relationships with task, citizenship, and counterproductive job performance dimensions. *European Journal of Work and Organizational Psychology*, 25(4), 495-511.
- Harari, M. B., & Viswesvaran, C. (2017). 3 Individual Job Performance. *The SAGE Handbook of Industrial, Work & Organizational Psychology: V1: Personnel Psychology and Employee Performance*, 55.
- Hargis, M. B., Watt, J. D., & Piotrowski, C. (2011). Developing leaders: Examining the role of transactional and transformational leadership across business contexts. *Organization Development Journal*, 29(3), 51.
- Harpur, J. (2010). *Innovation, profit and the common good in higher education*. Springer.
- Härtel, C. E. J., & Russell-Bennett, R. (2010). Heart versus mind: The functions of emotional and cognitive loyalty. *Australasian Marketing Journal (AMJ)*, 18(1), 1–7. <https://doi.org/10.1016/j.ausmj.2009.10.003>
- Hartmann, S. (2008). *The informal education sector in Egypt: Private tutoring between state, market, and civil society*. Working Paper 88, Department of Anthropology and African Studies, Johannes Gutenberg-Universität: http://www.ifeas.uni-Mainz.de/working_papers/AP88.pdf.
- Hashim, R. A., & Mahmood, R. (2011). Transformational Leadership Style and

Academic Staffs' Commitment to Service Quality at Malaysian Universities.

Hayati, K., & Caniago, I. (2012). Islamic work ethic: The role of intrinsic motivation, job satisfaction, organizational commitment and job performance. *Procedia-Social and Behavioral Sciences*, 65, 272–277.

Hayes, J. (2014). *The theory and practice of change management*. Palgrave Macmillan.

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs*, 76, 408–420. doi:10.1080/03637750903310360

Hayes, A. F. (2013). An introduction to mediation, moderation, and conditional process analysis: A regression-based approach. New York, NY: Guilford Press.

Hayes, A. F., & Scharkow, M. (2013). The relative trustworthiness of tests of indirect effects in statistical mediation analysis. Does method really matter? *Psychological Science*, 24, 1918–1927. doi:10.1177/0956797613480187

Hedge, J. W., & Borman, W. C. (1995). Changing conceptions and practices in performance appraisal.

Hellriegel, D., & Jackson, S. (1999). E. & Slocum, JW Jr.(1999). *Management*, 624–628.

Herman, H. M., & Chiu, W. C. K. (2014). Transformational leadership and job performance: A social identity perspective. *Journal of Business Research*, 67(1), 2827–2835.

Herzberg, F. (1965). The motivation to work among Finnish supervisors. *Personnel Psychology*, 18(4), 393–402.

Herzberg, F. M. (1959). B. & Snyderman, B.(1959). *The Motivation to Work*.

- Herzberg, G., & Howe, L. L. (1959). The Lyman bands of molecular hydrogen. *Canadian Journal of Physics*, 37(5), 636–659.
- Hirst, G., Walumbwa, F., Aryee, S., Butarbutar, I., & Chen, C. J. H. (2016). A multi-level investigation of authentic leadership as an antecedent of helping behaviour. *Journal of Business Ethics*, 139(3), 485–499. <https://doi.org/10.1007/s10551-015-2580-x>
- Hogan, J., & Holland, B. (2003). Using theory to evaluate personality and job-performance relations: a socioanalytic perspective. *Journal of Applied Psychology*, 88(1), 100–112. <https://doi.org/10.1037/0021-9010.88.1.100>
- Hogan, S. J., & Coote, L. V. (2014). Organizational Culture, Innovation, and Performance: A Test of Schein's Model. *Journal of Business Research*, 67(8), 1609–1621. <https://doi.org/10.1016/j.jbusres.2013.09.007>
- Hollander, E. P., & Offermann, L. R. (1990). Power and leadership in organizations: Relationships in transition. *American Psychologist*, 45(2), 179–189. <https://doi.org/10.1037/0003-066X.45.2.179>
- Homans, G. C. (1958). Social behaviour as exchange. *American Journal of Sociology*, 63(6), 597–606.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 321–339.
- House, R. J., & Mitchell, T. R. (1975). *Path-goal theory of leadership*. Washington Univ Seattle Dept Of Psychology.
- Horstmeier, C. A., Boer, D., Homan, A. C., & Voelpel, S. C. (2017). The Differential Effects of Transformational Leadership on Multiple Identifications at Work: A Meta-analytic Model. *British Journal of Management*, 28(2), 280–

- Huang, Y. T. (2015). A Discussion of leadership styles and performance Management in MNEs. *Journal of Accounting, Finance & Management Strategy*, 10(1).
- Huang, S., & Weiler, B. (2010). A review and evaluation of China's quality assurance system for tour guiding. *Journal of Sustainable Tourism*, 18(7), 845–860. <https://doi.org/10.1080/09669582.2010.484492>
- Hull, C. L. (1943). Principles of behaviour: An introduction to behaviour theory.
- Hunt, S. T. (1996). Generic work behaviour: An investigation into the dimensions of entry-level, hourly job performance. *Personnel Psychology*, 49(1), 51–83.
- Huselid, M. A., & Becker, B. E. (1995). The strategic impact of high-performance work systems. In *Academy of Management annual meeting, Vancouver*.
- Igbojekwe, P. A., Ugo-Okoro, C. P., & Agbonye, C. O. (2015). Performance Evaluation of Academic Staff in Universities and Colleges In Nigeria: The Missing Criteria. *International Journal of Education and Research*, 3(3), 627–640.
- Ilardi, B. C., Leone, D., Kasser, T., & Ryan, R. M. (1993). Employee and Supervisor Ratings of Motivation: Main Effects and Discrepancies Associated with Job Satisfaction and Adjustment in a Factory Setting¹. *Journal of Applied Social Psychology*, 23(21), 1789–1805.
- Ilgen, D. R., & Hollenbeck, J. R. (1991). The structure of work: Job design and roles.
- Iliya, A., & Ifeoma, L. G. (2015). Assessment of Teacher Motivation Approaches in the Less Developed Countries. *Journal of Education and Practice*, 6(22), 10–17.

- Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2018). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration & Leadership*, 1741143218764178.
- Inayatullah, A., & Jehangir, P. (2012). Teacher's job performance: The role of motivation. *Abasyn Journal of Social Sciences*, 5(2), 78–99.
- Jackson, T. (2011). Societal transformations for a sustainable economy. In *Natural Resources Forum* (Vol. 35, pp. 155–164). Wiley Online Library.
- Jaiyeoba, A. O., & Ademola, A. I. (2014). Re-Engineering Tertiary Education (University) For Sustainable Development in Nigeria.
- Janssen, O., & Van Yperen, N. W. (2004). Employees' goal orientations, the quality of leader-member exchange, and the outcomes of job performance and job satisfaction. *Academy of Management Journal*, 47(3), 368–384.
- Jaussi, K. S., & Dionne, S. D. (2003). Leading for creativity: The role of unconventional leader behaviour. *The Leadership Quarterly*, 14(4), 475–498. [https://doi.org/10.1016/S1048-9843\(03\)00048-1](https://doi.org/10.1016/S1048-9843(03)00048-1)
- Jayaweera, T. (2015). Impact of Work Environmental Factors on Job Performance, Mediating Role of Work Motivation: A Study of Hotel Sector in England. *International Journal of Business and Management*, 10(3), 271–278. <https://doi.org/10.5539/ijbm.v10n3p271>
- Jin, S., Seo, M. G., & Shapiro, D. L. (2016). Do happy leaders lead better? Affective and attitudinal antecedents of transformational leadership. *The Leadership Quarterly*, 27(1), 64-84.
- Jing, F. F., & Avery, G. C. (2011). Missing links in understanding the relationship between leadership and organizational performance. *International Business &*

Economics Research Journal (IBER), 7(5).

- Joo, B. B., Jeung, C., & Yoon, H. J. (2010). Investigating the Influences of Core Self-Evaluations, Job Autonomy, and Intrinsic Motivation on In-Role Job Performance. *Human Resource Development Quarterly*, 21(4), 353–371.
- Joseph, D. L., Jin, J., Newman, D. A., & O'boyle, E. H. (2015). Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed EI. *Journal of Applied Psychology*, 100(2), 298.
- Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review. *Psychological Bulletin*, 127(3), 376–407. <https://doi.org/10.1037/0033-2909.127.3.376>
- Juhai, N. (2013). The Relationship Between Factor of Motivation and Employee Performance: The Study of Manufacturing Industry in My Sutera Sdn. bhd Pengkalan Chepa, Kelantan. UMP.
- Jung, D. I., Chow, C., & Wu, A. (2003). The role of transformational leadership in enhancing organizational innovation: Hypotheses and some preliminary findings. *The Leadership Quarterly*, 14(4), 525–544.
- Jyoti, J., & Bhau, S. (2015). Impact of Transformational Leadership on Job Performance: Mediating Role of Leader-Member Exchange and Relational Identification. *SAGE Open*, 5(4), 2158244015612518.
- Kalburgi, D. M. J. (2010). Motivation as a tool for productivity in the Public sector unit. *Asian Journal of Management Research*, 147–152. Retrieved from <http://w.ipublishing.co.in/ajmrvol1no1/sped12011/AJMRSP1012.pdf>
- Kanfer, R., Chen, G., & Pritchard, R. D. (2008). The three C's of work motivation:

- Content, context, and change. *Work Motivation: Past, Present, and Future*, 1–16.
- Kaplan, R. S. (1998). Innovation action research: creating new management theory and practice. *Journal of Management Accounting Research*, 10, 89.
- Karatepe, O. M., & Olugbade, O. A. (2016). The mediating role of work engagement in the relationship between high-performance work practices and job outcomes of employees in Nigeria. *International Journal of Contemporary Hospitality Management*, 28(10), 2350-2371.
- Kast, F. E., & Rosenzweig, J. E. (1972). General systems theory: Applications for organization and management. *Academy of Management Journal*, 15(4), 447–465.
- Katz, D., & Kahn, R. (1966). L.(1978). *The Social Psychology of Organizations*.
- Katzell, R. A. (1957). Industrial psychology. *Annual Review of Psychology*, 8(1), 237–268.
- Keaveney, S. M., & Nelson, J. E. (1993). Coping with organizational role stress: Intrinsic motivational orientation, perceived role benefits, and psychological withdrawal. *Journal of the Academy of Marketing Science*, 21(2), 113–124.
- Kesari, B., Verma, B. K., & Atulkar, S. (2015). Exploring the dimension of intrinsic and extrinsic factors for measuring public and private sector employees work motivation. *ZENITH International Journal of Multidisciplinary Research*, 5(5), 85–97.
- Khan, S. I. (2015). Transformational Leadership and Turnover Intention: The Mediating Effects of Trust and Job Performance. Bangkok University.
- King-Brown, E. K. (2015). Weight-related messages in primary care: Challenges and

possibilities. University of Toronto (Canada).

Kinsella, Danny, Margaret Fry, and Alison Zecchin (2018) "Motivational factors influencing nurses to undertake postgraduate hospital-based education." *Nurse education in practice* 31 (2018): 54-60.

Kipkenei, S. K., Ndiku, J., Maiyo, J., & Cherui, R. (2016). Evaluation of Resource Needs and Service Delivery of Performance Contracting in Public Primary Teachers Training Colleges in Kenya. *International Journal of Scientific Research in Science and Technology*, 2(4), 274–285.

Kirkpatrick, S. A., & Locke, E. A. (1996). Direct and indirect effects of three core charismatic leadership components on performance and attitudes. *Journal of Applied Psychology*, 81(1), 36.

Kiruja, E. K., & Mukuru, E. (2018). Effect of motivation on employee performance in public middle-level Technical Training Institutions in Kenya. *IJAME*.

Kleinginna, P. R., & Kleinginna, A. M. (1981). A categorized list of motivation definitions, with a suggestion for a consensual definition. *Motivation and Emotion*, 5(3), 263–291.

Kleinknecht, A., van Schaik, F. N., & Zhou, H. (2014). Is flexible labour good for innovation? Evidence from firm-level data. *Cambridge Journal of Economics*, 38(5), 1207–1219.

Kolo, A. G., Jaafar, W. M. B. W., & Ahmad, N. B. (2017). The relationship between Academic Self-efficacy Believed of College Students and Academic Performance. *Journal of Humanities and Social Science*, 22(1), 75-80.

Koning, L. F., & Van Kleef, G. A. (2015). How leaders' emotional displays shape followers' organizational citizenship behaviour. *The Leadership Quarterly*,

26(4), 489–501.

Koopmans, L., Bernaards, C. M., Hildebrandt, V. H., Schaufeli, W. B., de Vet Henrica, C. W., & van der Beek, A. J. (2011). Conceptual frameworks of individual work performance: a systematic review. *Journal of Occupational and Environmental Medicine*, 53(8), 856–866.

Korschun, D., Bhattacharya, C. B., & Swain, S. D. (2014). Corporate social responsibility, customer orientation, and the job performance of frontline employees. *Journal of Marketing*, 78(3), 20–37.

Kotzé, M., & Niemann, R. (2013). Psychological resources as predictors of academic performance of first-year students in higher education. *Acta Academica*, 45(2), 85–121.

Kraimer, M. L., Wayne, S. J., Liden, R. C., & Sparrowe, R. T. (2005). The role of job security in understanding the relationship between employees' perceptions of temporary workers and employees' performance. *Journal of Applied Psychology*, 90(2), 389.

Krejcie, R. V., & Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Educational and Psychological Measurement*, 38, 607–610.
<https://doi.org/10.1177/001316447003000308>

Kuvaas, B. (2006). Work performance, affective commitment, and work motivation: The roles of pay administration and pay level. *Journal of Organizational Behavior*, 27(3), 365–385.

Kuvaas, B., Buch, R., Weibel, A., Dysvik, A., & Nerstad, C. G. (2017). Do intrinsic and extrinsic motivation relate differently to employee outcomes?. *Journal of Economic Psychology*, 61, 244–258.

- Kwapong, L. S. A., Opoku, E., & Donyina, F. (2015). The Effect of Motivation on the Performance of Teaching Staff in Ghanaian Polytechnics: The Moderating Role of Education and Research Experience. *Global Journal of Human Resource Management*, 3(6), 30-43.
- Kwiek, M. (2016). Academic entrepreneurialism and changing governance in universities. Evidence from empirical studies. In *Multi-level governance in universities* (pp. 49-74). Springer, Cham.
- La Guardia, J. G., & Patrick, H. (2008). Self-Determination Theory as a Fundamental Theory of Close Relationships. *Canadian Psychology*, 49(3), 201–209. <https://doi.org/10.1037/a0012760>
- Latham, G. P., & Pinder, C. C. (2005). Work motivation theory and research at the dawn of the twenty-first century. *Annu. Rev. Psychol.*, 56, 485–516.
- Latham, G. P., & Saari, L. M. (1979). Importance of supportive relationships in goal setting. *Journal of Applied Psychology*, 64(2), 151.
- Lawal, B. Z. (2013). Exploration of Pragmatic Funding Sources in Funding Higher Education in Nigeria.
- Lawler, E. E. (1994). From job-based to competency-based organizations. *Journal of Organizational Behavior*, 15(1), 3–15.
- Lăzăroiu, G. (2015). Work Motivation and Organizational Behavior. *Contemporary Readings in Law and Social Justice*, (2), 66–75.
- Lazaroju, G. (2015). Employee Motivation and Job Performance. *Linguistic & Philosophical Investigations*, 14, 97–102.
- Legault, L., Gutsell, J. N., & Inzlicht, M. (2011). Ironic effects of anti-prejudice messages: How motivational interventions can reduce (but also increase)

- prejudice. *Psychological Science*, 22(12), 1472-1477.
- Lemos, M. S., & Veríssimo, L. (2014). The relationships between intrinsic motivation, extrinsic motivation, and achievement, along with elementary school. *Procedia-Social and Behavioral Sciences*, 112, 930–938.
- Lee, L. Y., Veasna, S., & Wu, W. Y. (2013). The effects of social support and transformational leadership on expatriate adjustment and performance: The moderating roles of socialization experience and cultural intelligence. *Career Development International*, 18(4), 377-415.
- Lent, R. W., & Brown, S. D. (2013). Understanding and facilitating career development in the 21st century. *Career Development and Counseling: Putting Theory and Research to Work*, 1–26.
- LePine, M. A., Zhang, Y., Crawford, E. R., & Rich, B. L. (2016). Turning their pain to gain: Charismatic leader influence on follower stress appraisal and job performance. *Academy of Management Journal*, 59(3), 1036-1059.
- Leung, K., Chen, Z., Zhou, F., & Lim, K. (2014). The role of relational orientation as measured by face and renqing in innovative behaviour in China: An indigenous analysis. *Asia Pacific Journal of Management*, 31(1), 105–126.
- Li, C.-K., & Hung, C.-H. (2009). The influence of transformational leadership on workplace relationships and job performance. *Social Behavior and Personality: An International Journal*, 37(8), 1129–1142.
- Li, A., Bagger, J., & Cropanzano, R. (2017). The impact of stereotypes and supervisor perceptions of employee work-family conflict on job performance ratings. *human relations*, 70(1), 119-145.
- Liang, Y.-W. (2012). The relationships among work values, burnout, and

- organizational citizenship behaviours: A study from hotel front-line service employees in Taiwan. *International Journal of Contemporary Hospitality Management*, 24(2), 251–268.
- Liaw, Y.-J., Chi, N.-W., & Chuang, A. (2010). Examining the mechanisms linking transformational leadership, employee customer orientation, and service performance: The mediating roles of perceived supervisor and coworker support. *Journal of Business and Psychology*, 25(3), 477–492. <https://doi.org/10.1007/s10869-009-9145-x>
- Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of leader-member exchange: An empirical assessment through scale development. *Journal of Management*, 24(1), 43–72.
- Lin, S.-R., & Hsu, C.-C. (2017b). Study of Impact on -Job Training on Job Performance of Employees in the Catering Industry. *The International Journal of Organizational Innovation Num*, 9(January 2017), 125–137.
- Lindenberg, S. (2001). Intrinsic motivation in a new light. *Kyklos*, 54(2-3), 317–342.
- Lindenberg, S., & Foss, N. J. (2011). Managing joint production motivation: The role of goal framing and governance mechanisms. *Academy of Management Review*, 36(3), 500–525.
- Lisenkova, K., & Sanchez-Martinez, M. (2016). *The long-term macroeconomic effects of lower migration to the UK*. National Institute of Economic and Social Research.
- Liu, S., & Wang, L. (2016). Influence of managerial control on performance in medical information system projects: the moderating role of organizational environment and team risks. *International Journal of Project Management*,

34(1), 102–116.

Lockton, D. (2012). Attitudes, meaning, emotion and motivation in design for behaviour change.

Lombriser, P. (2015). Engaging Stakeholders in Scenario-Based Requirements Engineering with Gamification.

Lowden, K., Hall, S., Elliot, D., & Lewin, J. (2011). Employers' perceptions of the employability skills of new graduates. *London: Edge Foundation*.

Lowe, T., & Wilson, R. (2017). Playing the game of outcomes-based performance management. Is gamesmanship inevitable? Evidence from theory and practice. *Social Policy & Administration*, 51(7), 981-1001.

Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature. *The Leadership Quarterly*, 7(3), 385–425.

Luu, T. (2014). Paths from leadership to upward influence. *World Journal of Entrepreneurship, Management and Sustainable Development*, 10(3), 243-259.

M., S, Abdullahi, P., L., Ghazali, Z. Awang, I., M., Tahir, and Ali., N., A., M. (2015). The Effect of Finance, Infrastructure and Training on the Performance of Small and Medium Scale Enterprises (SMEs) in Nigeria. *International Journal of Business and Technopreneurship*, 5(3), 421–452.
<https://doi.org/10.12691/jbms-4-1-1>

MacKenzie, S. B., Podsakoff, P. M., & Podsakoff, N. P. (2011). Construct measurement and validation procedures in MIS and behavioural research: Integrating new and existing techniques. *MIS Quarterly*, 35(2), 293–334.

Madine had, M., Bin Suandi, T., bin Silong, A. D., & Omar, Z. B. (2013).

- Transformational, Transactional Leadership Styles and Job Performance of Academic Leaders. *International Education Studies*, 6(11), 29–34.
- Mahdinezhad, M., Shahhosseini, M., Kotamjani, S. S., Bing, K. W., & Hashim, E. (2017). Emotional Intelligence and Job Performance: A Study among Malaysian Administrators. *International Journal of Academic Research in Business and Social Sciences*, 7(6), 953-956.
- Makokha, E. N., Kilimo, D., & Namusonge, G. S. (2017). Determinants of Intrinsic and Extrinsic Rewards on Employee Performance in Kapsara Tea Factory Company Trans Nzoia County Kenya.
- Malik, M. A. R., Butt, A. N., & Choi, J. N. (2015). Rewards and employee creative performance: Moderating effects of creative self-efficacy, reward importance, and locus of control. *Journal of Organizational Behavior*, 36(1), 59-74.
- Manaf, A. H. A., & Latif, L. A. (2014). Transformational leadership and job performance of SMEs technical personnel: The adaptability cultural approach as mediator. *Mediterranean Journal of Social Sciences*, 5(20), 648–655. <https://doi.org/10.5901/mjss.2014.v5n20p648>
- Manzoor, Q.-A. (2012). Impact of employees motivation on organizational effectiveness. *Business Management and Strategy*, 3(1), 1–12. <https://doi.org/10.5296/bms.v3i1.904>
- Marginson, S. (2011a). Higher Education and Public Good. *Higher Education Quarterly*, 65(4), 411–433. <https://doi.org/10.1111/j.1468-2273.2011.00496.x>
- Marginson, S. (2011b). Higher education in East Asia and Singapore: Rise of the Confucian model. *Higher Education*, 61(5), 587–611.
- Marshall, M. (2012). *Discipline Without Stress Punishments or Rewards: How*

Teachers and Parents Promote Responsibility & Learning. Piper Press.

Martinaityte, I. (2014). Leveraging employee creativity through high-performance work systems: a multilevel perspective. Aston University.

Masa'deh, R., Obeidat, B. Y., & Tarhini, A. (2016). A Jordanian empirical study of the associations among transformational leadership, transactional leadership, knowledge sharing, job performance, and firm performance: A structural equation modelling approach. *Journal of Management Development*, 35(5), 681–705.

Masterson, S. S., Lewis, K., Goldman, B. M., & Taylor, M. S. (2000). Integrating justice and social exchange: The differing effects of fair procedures and treatment on work relationships. *Academy of Management Journal*, 43(4), 738–748.

Matsueda, R. L. (1988). The current state of differential association theory. *Crime & Delinquency*, 34(3), 277–306. <https://doi.org/10.1177/0011128788034003005>

Mauss, M. (1954). *The Gift: forms and functions of exchange in primitive societies*. London: Cohen and West.

Mawoli, M. A., & Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian Journal of Business and Management Research*, 1(9), 1.

Mbon, U. F., Etor, C. R., & Osim, R. O. (2012). Enhancing quality assurance through lecturers' job performance in private and public tertiary institutions in south-eastern Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(6), 837–841. <https://doi.org/10.1.1.301.1295>

McClelland, D. C. (1987). *Human Motivation*. CUP Archive.

- McCleskey, J. A. (2014). Situational, transformational, and transactional leadership and leadership development. *Journal of Business Studies Quarterly*, 5(4), 117.
- McCloy, R. A., Campbell, J. P., & Cudeck, R. (1994). A confirmatory test of a model of performance determinants. *Journal of Applied Psychology*, 79(4), 493.
- McCarthy, D. C., Bui, H. T., & Chau, V. S. (2013). Assessing Performance Determinants of Higher Education Academics in Developed and Emerging Economies: the UK vs. Vietnam. *Strategic Change*, 22(5-6), 371-385.
- McDermott, A., Kidney, R., & Flood, P. (2011). Understanding leader development: Learning from leaders. *Leadership & Organization Development Journal*, 32(4), 358–378.
- McIntyre, R. M., & Salas, E. (1995). Measuring and managing for team performance: Emerging principles from complex environments. *Team Effectiveness and Decision Making in Organizations*, 9–45.
- Mehari, Y. H. (2016). *Governance Reform in the Ethiopian Higher Education System Organisational responses*. Finland: Acta Universitatis Tamperensis 2202.
- Mekler, E. D., Brühlmann, F., Tuch, A. N., & Opwis, K. (2015). Towards understanding the effects of individual gamification elements on intrinsic motivation and performance. *Computers in Human Behavior*.
- Melé, D. (2014). “Human quality treatment”: Five organizational levels. *Journal of Business Ethics*, 120(4), 457–471.
- Mencl, J., Wefald, A. J., & van Ittersum, K. W. (2016). Transformational leader attributes interpersonal skills, engagement, and well-being. *Leadership & Organization Development Journal*, 37(5), 635-657.

- Menges, J. I., Tussing, D. V., Wihler, A., & Grant, A. M. (2017). When job performance is all relative: how family motivation energizes effort and compensates for intrinsic motivation. *Academy of Management Journal*, 60(2), 695-719.
- Methot, J. R., Lepine, J. A., Podsakoff, N. P., & Christian, J. S. (2016). Are workplace friendships a mixed blessing? Exploring tradeoffs of multiplex relationships and their associations with job performance. *Personnel Psychology*, 69(2), 311–355.
- Michaelis, B., Stegmaier, R., & Sonntag, K. (2010). Shedding light on followers' innovation implementation behaviour: The role of transformational leadership, commitment to change, and climate for the initiative. *Journal of Managerial Psychology*, 25(4), 408–429.
- Mihrez, A.-A. H. E., & Thoyib, A. (2015). The Importance of Leadership Behavior and Motivation In Creating Employee Performance:(A Study at the Faculty of Economics and Business, University of Brawijaya). *Asia-Pacific Management and Business Application*, 3(2), 86–105.
- Milkovich, G. T., Gerhart, B., & Hannon, J. (1991). The effects of research and development intensity on managerial compensation in large organizations. *The Journal of High Technology Management Research*, 2(1), 133–150.
- Miller, W. R., & Rollnick, S. (2012). Meeting in the middle: motivational interviewing and self-determination theory. *International Journal of Behavioral Nutrition and Physical Activity*, 9(1), 25.
- Mohamedbhai, G. (2014). Massification in higher education institutions in Africa: Causes, consequences and responses. *International Journal of African Higher*

Education, 1(1), 60–83.

Mohrman Jr, A. M., & Lawler III, E. E. (1981). *Motivation and Performance Appraisal Behavior*. University Of Southern California Los Angeles Center For Effective Organizations.

Morandin, G., & Bergami, M. (2014). Schema-Based Sensemaking of the Decision to Participate and its Effects on Job Performance. *European Management Review*, 11(1), 5-20.

Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress: its causes and consequences of job performance. *Journal of Applied Psychology*, 71(4), 618.

Motowidlo, S. J., Borman, W. C., & Schmit, M. J. (1997). A theory of individual differences in task and contextual performance. *Human Performance*, 10(2), 71–83.

Moynihan, D. P., Pandey, S. K., & Wright, B. E. (2012). Prosocial values and performance management theory: Linking perceived social impact and performance information use. *Governance*, 25(3), 463–483.

Muangsilapart, P. (2018). Key psychological determinants of staff's job performance in Department of Tourism (Thailand). *AU Journal of Management*, 10(2), 51-62.

Muchelule, M. (2015). Influence of board of managements' motivational strategies on teachers' job performance in public secondary schools in Kakamega county, Kenya. The University of Nairobi.

Mullen, J., Kelloway, E. K., & Teed, M. (2017). Employer safety obligations, transformational leadership and their interactive effects on employee safety

- performance. *Safety science*, 91, 405-412.
- Müller, R., & Turner, R. (2010). Leadership competency profiles of successful project managers. *International Journal of Project Management*, 28(5), 437–448.
- Mundy, K., & Verger, A. (2015). The World Bank and the global governance of education in changing world order. *International Journal of Educational Development*, 40, 9-18.
- Munir, R. I. S., Rahman, R. A., Malik, A. M. A., & Ma'amor, H. (2012). The relationship between transformational leadership and employees' job satisfaction among the academic staff. *Procedia-Social and Behavioral Sciences*, 65, 885–890.
- Muogbo, U. S. (2013). The Impact of Employee Motivation On Organisational Performance (A Study Of Some Selected Firms In Anambra State Nigeria). *The International Journal of Engineering and Science*, 2(7), 70–80.
- Murphy, K. R. (1989). Is the relationship between cognitive ability and job performance stable over time? *Human Performance*, 2(3), 183–200.
- Murphy, S. L. (2015). *Individual adaptability as a predictor of job performance*. Louisiana Tech University.
- Myers, K. K., & Sadaghiani, K. (2010). Millennials in the workplace: A communication perspective on millennials' organizational relationships and performance. *Journal of Business and Psychology*, 25(2), 225–238.
- Ndum, V. E., & Okey, S.-M. (2013). Conflict Management in the Nigerian University System. *Journal of Educational and Social Research*, 3(8), 17.
- Nelson, D. L., & Quick, J. C. (2003). *Organizational Behavior: Foundations*.

Realities and Challenges, 4.

- Ngaithe, L. N. (2016). The Effect of Transformational Leadership on Staff Performance in State Owned Enterprises in Kenya. United States International University-Africa.
- Ngaithe, L. N., K'Aol, G. O., Lewa, P., & Ndwiga, M. (2016). Effect of Idealized Influence and Inspirational Motivation on Staff Performance in State Owned Enterprises in Kenya. *European Journal of Business and Management*, 8(30), 6–13. Retrieved from usiu.ac.ke/bitstream/handle/11732/3073/33833-36784-1-PB.pdf?sequence=1&isAllowed=y
- Ng, T. W. (2017). Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. *The Leadership Quarterly*, 28(3), 385-417.
- Nichols, S. E. (2015). Dr Balasundram Maniam Sam Houston State University. *Journal of International Business Research*, 14(3).
- Nielsen, K., & Daniels, K. (2012). Does share and differentiated transformational leadership predict followers' working conditions and well-being? *The Leadership Quarterly*, 23(3), 383–397.
- Nix, G. A., Ryan, R. M., Manly, J. B., & Deci, E. L. (1999). Revitalization through self-regulation: The effects of autonomous and controlled motivation on happiness and vitality. *Journal of Experimental Social Psychology*, 35(3), 266–284.
- Nkechi, A., Emeh Ikechukwu, E. J., & Okechukwu, U. F. (2012). Entrepreneurship development and employment generation in Nigeria: Problems and prospects. *Universal Journal of Education and General Studies*, 1(4), 88–102.
- Nobanee, H., Abdullatif, M., & AlHajjar, M. (2011). Cash conversion cycle and the

- firm's performance of Japanese firms. *Asian Review of Accounting*, 19(2), 147–156.
- Northouse, P. G. (2015). *Leadership: Theory and practice*. Sage publications.
- Nunaj, T. (2016). Universities and Public Administrations' Institutions in Albania: The Cooperation between them from the Point of Views of Students. *Mediterranean Journal of Social Sciences*, 7(6), 195.
- Nunnally, J. (1978). C.(1978). *Psychometric Theory*, 2.
- Nguyen, T. T., Mia, L., Winata, L., & Chong, V. K. (2017). Effect of transformational-leadership style and management control system on managerial performance. *Journal of Business Research*, 70, 202-213.
- Obeidat, B. Y., Tarhini, A., & Aqqad, N. (2016). The impact of transformational leadership on organizational performance via the mediating role of corporate social responsibility: A structural equation modelling approach. *International Business Research*, 10(1), 199.
- Obiwuru, T. C., Okwu, A. T., Akpa, V. O., & Nwankwere, I. A. (2011). (n.d). Effects Of Leadership Style On Organizational Performance: A Survey Of Selected Small Scale Enterprises In Ikosi-Ketu Council Development Area Of Lagos State, Nigeria. Retrieved January 8, 2016, from file:///C:/Users/Samsung/Downloads/ajbmr_17_16i1n7a11.pdf
- Odiegwu, M., Ubabukoh, O., Baiyewu, L., & Okpi, A. (2012). Constitution: Six geopolitical zones divide North, South. *Punch* (August).
- Ogunbameru, O. A. (2000). Introducing Social, Research and Report Writing. *Pat-Mag Press, Ibadan, Nigeria*.
- Ogunleye, A. J., & Osekita, D. A. (2016). Effect of Job Status, Gender, and

Employees' Achievement Motivation Behavior on Work Performance: a Case Study of Selected Local Government Employees in Ekiti State, Nigeria. *European Scientific Journal*, 12(26).

Okebukola, P. A. (2014). Linkages research networking and collaboration: Impact on the global ranking of Nigerians Universities. *The National Universities Commission and University Education in Nigeria*.

Okon, B. A., Akwaji, F. N., & Lazarus, B. (2015). Poverty and Pension Reform: An Application of Theories and Paradigms in Social Engineering of Nigerian Society. *Journal of Social Welfare and Human Rights*, 3(2), 23–32.

Okonkwo, J. A. (2017). Human Resources Development, Demographic Variables and Job Performance of Lecturers in Colleges of Education in the North East, Nigeria.

Olanipekun, A., Aje, I., & Awodele, O. (2014). Contextualising Sustainable Infrastructure Development in Nigeria. *Futy Journal of the*, (July), 1–121. Retrieved from https://www.researchgate.net/profile/Ayokunle_Olanipekun3/publication/269395819_Contextualising_Sustainable_Infrastructure_Development_in_Nigeria/links/5488cf850cf289302e30b9a7.pdf#page=88

Olasumbo Oredein, A., & Eigbe, M. (2014). Leadership negotiation skill as a correlate of university conflict resolution in Nigeria. *Procedia-Social and Behavioral Sciences*, 112, 1237-1245.

Olawoyin, S. J. (2000). The effect of motivation on staff teaching effectiveness in private and public secondary schools in Osun State. *An Unpublished MA Thesis in the Department of Educational Administration and Planning, Obafemi*

Awolowo University, Ile-Ife.

- Oldham, G. R., & Cummings, A. (1996). Employee creativity: Personal and contextual factors at work. *Academy of Management Journal*, 39(3), 607–634.
- Oldham, G. R., & Da Silva, N. (2015). The impact of digital technology on the generation and implementation of creative ideas in the workplace. *Computers in Human Behavior*, 42, 5-11.
- Olsen, J. P., & Maassen, P. (2007). European debates on the knowledge institution: The modernization of the university at the European level. *University Dynamics and European Integration*, 3–22.
- Olubusayo, F. H., Stephen, I. A., & Maxwell, O. (2014). Incentives Packages and Employees' Attitudes to Work: A Study Of Selected Government Parastatals In Ogun State, South-West, Nigeria. *International Journal of Research in Business and Social Science*, 3(1), 63.
- Oluseyi, S., & Ayo, H. T. (2009). Influence of work motivation, leadership effectiveness and time management on employees' performance in some selected industries in Ibadan, Oyo State, Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, 16(1), 7–16.
- Omar, W. A. W. (2013). Transformational leadership style and job satisfaction relationship: A study of structural equation modelling (SEM). *International Journal of Academic Research in Business and Social Sciences*, 3(2), 346–345.
- Ombego, P, K. (2015). Determinants Influencing Employee Involvement on Performance of Airline Industry: A case of Kenya Airways. *Strategic Journal of Business & Change Management*, 2(1), 786–824.
- Omuta, G. E. D. (2010). The place of private participation in higher education: A

- periscope on private Universities in Nigeria. *CPED monogra.(ED)*.
Onokehoraye, Benin City.
- Onukwube, H., Iyagba, R., & Fajana, S. (2010). The influence of motivational factors on job performance of construction professionals in construction companies in Nigeria. In *The Construction, Building and Real Estate Research Conf. of the Royal Institution of Chartered Surveyors*.
- Organ, D. W. (1988). A restatement of the satisfaction-performance hypothesis. *Journal of Management*, 14(4), 547–557.
- Organ, D. W., & Ryan, K. (1995). A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behaviour. *Personnel Psychology*, 48(4), 775–802.
- Oswald, F. L., Hambrick, D. Z., & Jones, L. A. (2017). Keeping all the plates spinning: Understanding and predicting multitasking performance. In *Learning to solve complex scientific problems* (pp. 77-96). Routledge.
- Otobo, D. (2016). Employment and work relations in the Nigerian university system. *Reforms and Nigerian Labour and Employment Relations: Perspectives, Issues and Challenges*, 295.
- Ouchi, W. G. (1979). A conceptual framework for the design of organizational control mechanisms. In *Readings in Accounting for Management Control* (pp. 63–82). Springer.
- Owens, B. P., Baker, W. E., Sumpter, D. M., & Cameron, K. S. (2016). Relational energy at work: Implications for job engagement and job performance. *Journal of Applied Psychology*, 101(1), 35.
- Oyewole, G. O., & Popoola, S. O. (2015). Personal Factors and Work Locus of

- Control as Determinants of Job Performance of Library Personnel in Federal Colleges of Education in Nigeria. *International Electronic Journal*, (40), 15–31.
- Ozer, M. (2011). A moderated mediation model of the relationship between organizational citizenship behaviours and job performance. *Journal of Applied Psychology*, 96(6), 1328.
- Ozioko, O. C. (2017). *Human Resource Development and Utilization in Nigeria Universities: A Study of the Staff of the University of Nigeria, Nsukka (2008-2015)* (Doctoral dissertation).
- Panaccio, A., Henderson, D. J., Liden, R. C., Wayne, S. J., & Cao, X. (2015). Toward an understanding of when and why servant leadership accounts for employee extra-role behaviours. *Journal of Business and Psychology*, 30(4), 657–675.
- Pandelaere, M., Briers, B., Dewitte, S., & Warlop, L. (2010). Better think before agreeing twice: Mere agreement: A similarity-based persuasion mechanism. *International Journal of Research in Marketing*, 27(2), 133-141.
- Paracha, M. U., Qamar, A., Mirza, A., Hassan, I., & Waqas, H. (2012). Impact of Leadership Style (Transformational & Transactional Leadership) on Employee Performance & Mediating Role of Job Satisfaction” Study of Private School (Educator) In Pakistan. *Global Journal of Management and Business Research*, 12(4), 54–65.
- Parker, S. K., Bindl, U. K., & Strauss, K. (2010). Making things happen: A model of proactive motivation. *Journal of Management*, 36(4), 827–856.
<https://doi.org/10.1177/0149206310363732>
- Patall, E. A., Cooper, H., & Robinson, J. C. (2008). The effects of choice on intrinsic

- motivation and related outcomes: a meta-analysis of research findings. American Psychological Association.
- Pereira, S. M. S. G. H. (2014). Changing organizations in the public sector: Individual and organizational strategies towards perceived performance improvement.
- Petty, M. M., McGee, G. W., & Cavender, J. W. (1984). A meta-analysis of the relationships between individual job satisfaction and individual performance. *Academy of Management Review*, 9(4), 712–721.
- Pfeffer, J. (1981). Understanding the role of power in decision making. *Power in Organizations*, 404–423.
- Pfeffer, J. (1995). Producing sustainable competitive advantage through the effective management of people. *The Academy of Management Executive*, 9(1), 55–69.
- Popoola, S. O., & Igbinovia, M. O. (2016). Organizational Culture And Emotional Intelligence As Predictors Of Job Performance Among Library Personnel In Academic Libraries In Edo State, Nigeria JISTaP. *Journal of Information Science Theory and Practice*, 4(2), 34–52.
<https://doi.org/10.1633/JISTaP.2016.4.2.3>
- Popp, C. J. G. (2016). Labour Relations at a Major Airline: Exploring Employee Performance Strategies. Walden University.
- Porter, L. W., & Lawler, E. E. (1965). Properties of organization structure in relation to job attitudes and job behaviour. *Psychological Bulletin*, 64(1), 23.
- Preenen, P. T. Y., Vergeer, R., Kraan, K., & Dhondt, S. (2017). Labour productivity and innovation performance: The importance of internal labour flexibility practices. *Economic and Industrial Democracy*, 38(2), 271–293.

<https://doi.org/10.1177/0143831X15572836>

- Prigmore, M., Taylor, R., & De Luca, D. (2016). A case study of autonomy and motivation in a student-led game development project. *Computer Science Education, 26*(2–3), 129–147.
- Prytherch, H., Kakoko, D. C. V., Leshabari, M. T., Sauerborn, R., & Marx, M. (2012). Maternal and newborn healthcare providers in rural Tanzania: in-depth interviews exploring influences on motivation, performance and job satisfaction. *Rural and remote health, 12*, 2072.
- Qu, L., & De Vaus, D. A. (2011). Starting and ending one-person households: A longitudinal analysis. *Journal of Family Studies, 17*(2), 126–145.
- Quade, M. J., Perry, S. J., & Hunter, E. M. (2017). Boundary conditions of ethical leadership: Exploring supervisor-induced and job hindrance stress as potential inhibitors. *Journal of Business Ethics, 1*-20.
- Quaglione, D., Muscio, A., & Vallanti, G. (2015). The two sides of academic research: do basic and applied activities complement each other? *Economics of Innovation and New Technology, 24*(7), 660–681.
- Quintana, T. A., Park, S., & Cabrera, Y. A. (2015). Assessing the effects of leadership styles on employees' outcomes in international luxury hotels. *Journal of Business Ethics, 129*(2), 469–489.
- Ramanathan, R. (2018). Understanding complexity: The curvilinear relationship between environmental performance and firm performance. *Journal of Business Ethics, 149*(2), 383-393.
- Ramawickrama, J., Opatha, H. H. P., & PushpaKumari, M. D. (2017). A Synthesis towards the Construct of Job Performance. *International Business*

Research, 10(10), 66.

- Randall, M. L., Cropanzano, R., Bormann, C. A., & Birjulin, A. (1999). Organizational politics and organizational support as predictors of work attitudes, job performance, and organizational citizenship behavior. *Journal of Organizational Behavior*, 159–174.
- Rebal, B. A., Babatunde, O. M., Lee, J. H., Geller, J. A., Patrick, D. A., & Macaulay, W. (2014). Imageless computer navigation in total knee arthroplasty provides superior short-term functional outcomes: a meta-analysis. *The Journal of Arthroplasty*, 29(5), 938–944.
- Redmond, S., & Dolan, P. (2016). Towards a conceptual model of youth leadership development. *Child & Family Social Work*, 21(3), 261-271.
- Reinhardt, L., & Wahba, M. A. (1975). Expectancy Theory as a Predictor of Work Motivation, Effort Expenditure, and Job Performance. *Academy of Management Journal*, 18(3), 520–537. <https://doi.org/10.2307/255682>.
- Riaz, A., Haider, M. H., & Open, A. I. (2010). Role of transformational and transactional leadership on job satisfaction and career satisfaction. spirituality, Leadership and Management. In *Seventh National Conference Proceedings: Leadership for the Emerging World* (p. 10).
- Rich, B. L., Lepine, J. A., & Crawford, E. R. (2010). Job engagement: Antecedents and effects on job performance. *Academy of Management Journal*, 53(3), 617–635.
- Richardson, K., & Norgate, S. H. (2015). Does IQ really predict job performance? *Applied Developmental Science*, 19(3), 153–169.
- Riches, C. (1997). Motivation in education. *Leadership and Teams in Educational*

Management, 88–102.

Ringle, C. M., Wende, S., & Will, S. (2005). SmartPLS 3.0 (M3) Beta, Hamburg 2005.

Robinson, M. D., McCarthy, D. J., & Smyth, G. K. (2010). edgeR: a Bioconductor package for differential expression analysis of digital gene expression data. *Bioinformatics*, 26(1), 139–140.

Rode, J., Gómez-Baggethun, E., & Krause, T. (2015). Motivation crowding by economic incentives in conservation policy: A review of the empirical evidence. *Ecological Economics*, 117, 270–282.

Rodriguez, R. A., Green, M. T., Sun, Y., & Baggerly-Hinojosa, B. (2017). Authentic leadership and transformational leadership: An incremental approach. *Journal of Leadership Studies*, 11(1), 20-35.

Ross, J. E. (2017). *Total quality management: Text, cases, and readings*. Routledge.

Said, N. S. M., Zaidee, A. S. E. A., Zahari, A. S. M., Ali, S. R. O., & Salleh, S. M. (2015). The relationship between Employee Motivation and Job Performance: A Study at Universiti Teknologi MARA (Terengganu). *Mediterranean Journal of Social Sciences*, 6(4), 632.

Rusbadrol, N. (2014). *The Influence of Personality Traits Towards Job Performance Among Secondary School Teachers* (Doctoral dissertation, Universiti Teknologi Malaysia).

Rothmann, S., & Coetzer, E. P. (2003). The big five personality dimensions and job performance. *SA Journal of Industrial Psychology*, 29(1), 68–74.

Ruiz-Palomino, P., Sáez-Martínez, F. J., & Martínez-Cañas, R. (2013). Understanding pay satisfaction: Effects of supervisor ethical leadership on job

- motivating potential influence. *Journal of Business Ethics*, 118(1), 31–43.
- Ryan, R., & Deci, E. (2000). Self-determination theory and the facilitation of intrinsic motivation. *American Psychologist*, 55(1), 68–78.
<https://doi.org/10.1037/0003-066X.55.1.68>
- Ryan, R. M., & Deci, E. L. (2000a). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
- Ryan, R. M., & Deci, E. L. (2000b). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–462.
- Ryan, R. M., Huta, V., & Deci, E. L. (2013). Living well: A self-determination theory perspective on eudaimonia. *The exploration of happiness* (pp. 117–139). Springer.
- Sackett, P. R., Zedeck, S., & Fogli, L. (1988). Relations between measures of typical and maximum job performance. *Journal of Applied Psychology*, 73(3), 482.
- Sadeghi, A., & Pihie, Z. A. L. (2012). Transformational leadership and its predictive effects on leadership effectiveness. *International Journal of Business and Social Science*, 3(7).
- Sadeghinejad Karkavandi, Z. (2013). Top management team diversity and firm performance: the effects of team orientation and process.
- Sadikoglu, E., & Zehir, C. (2010). Investigating the effects of innovation and employee performance on the relationship between total quality management practices and firm performance: An empirical study of Turkish firms. *International Journal of Production Economics*, 127(1), 13–26.

- Sageer, A., Rafat, S., & Agarwal, P. (2012). Identification of variables affecting employee satisfaction and their impact on the organization. *IOSR Journal of Business and Management*, 5(1), 32–39.
- Said, N. S. M., Zaidee, A. S. E. A., Zahari, A. S. M., Ali, S. R. O., & Salleh, S. M. (2015). The relationship between Employee Motivation and Job Performance: A Study at Universiti Teknologi MARA (Terengganu). *Mediterranean Journal of Social Sciences*, 6(4), 632.
- Saidin, S. Z., Badara, M. A. S., & Danrimi, M. L. (2014). The Effect of Acceptability and Enforceability of International Financial Reporting Standard (IFRS) on Global Accounting Standard Convergence. *Mediterranean Journal of Social Sciences*, 5(10), 295.
- Saka, K. A., & Salman, A. A. (2014). An Assessment of the Levels of Job Motivation and Satisfaction as Predictors of Job Performance of Library Personnel in Nigerian Universities. *Journal of Balkan Libraries Union*, Vol. 2(No. 2), 26–33. <https://doi.org/10.16918/bluj.34774>
- Saka, K. A., & Salman, A. A. (2014). An Assessment of the Levels of Job Motivation and Satisfaction as Predictors of Job Performance of Library Personnel in Nigerian Universities. *Journal of Balkan Libraries Union*, 2(2), 26.
- Sakiru, O., Enoho, D. V., Kareem, S. D., & Abdullahi, M. (2013). The relationship between employee performance, leadership styles and emotional intelligence in an organization. *IOSR Journal of Humanities and Social Science*, 8(2), 53-57.
- Salami, A. A., Iyanda, R. A., & Suleiman, H. B. (2018). Academic Burnout and Classroom Assessment Environment: The Case of University's Accounting

- Students in Kwara State, Nigeria. *Nitte Management Review*, 11(1), 1-21.
- Salge, T. O. (2010). A behavioural model of innovative search: Evidence from public hospital services. *Journal of Public Administration Research and Theory*, 21(1), 181–210. <https://doi.org/10.1093/jopart/muq017>
- Salkind, N. J. (2010). *Encyclopedia of research design* (Vol. 1). Sage.
- Samaitan, L. C. (2014). Leadership styles and performance of commercial banks in Kenya. *Unpublished Thesis, University of Nairobi*.
- Sanchez, J. I., & Levine, E. L. (2012). The rise and fall of job analysis and the future of work analysis. *Annual Review of Psychology*, 63, 397–425.
- Sandhu, M. A., Iqbal, J., Ali, W., & Tufail, M. S. (2017). Effect of Employee Motivation on Employee Performance. *Journal of Business and Social Review in Emerging Economies*, 3(1), 85-100.
- Sansone, C., & Harackiewicz, J. M. (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. Academic Press.
- Sandhu, M. A., Iqbal, J., Ali, W., & Tufail, M. S. (2017). Effect of Employee Motivation on Employee Performance. *Journal of Business and Social Review in Emerging Economies*, 3(1), 85-100.
- Sani, A., & Maharani, V. (2012). The impacts of transformational leadership and organizational commitment on job performance with the among lecturers of faculty in the Islamic Maulana Malik Ibrahim Malang University: The mediating effects of organizational citizenship behaviour. *International Journal of Academic Research*, 4(4), 102-106.
- Sargent, L. D., & Terry, D. J. (1998). The effects of work control and job demands on employee adjustment and work performance. *Journal of Occupational and*

Organizational Psychology, 71(3), 219–236.

Saw, Q. S., Lim, C. Y., Mok, Y. J., Chin, Z. D., & Tey, Y. L. (2017). *Study Of In-Service Training, Job Promotion, Working Environment and Work Passion on Job Performance among the Primary Schools" English Teacher in Malaysia* (Doctoral dissertation, Utar).

Schmitz, A., Urbano, D., Dandolini, G. A., de Souza, J. A., & Guerrero, M. (2017). Innovation and entrepreneurship in the academic setting: a systematic literature review. *International Entrepreneurship and Management Journal*, 13(2), 369-395.

Sekaran, U. (2002). *Research Methods For Business*. New York. John Wiley & Sons, Inc.

Sekaran, U. (2003a). *Research Methods for Business*. New York: John Milley and Sons. Inc. Semarang: Badan Penerbit Universitas Diponegoro.

Sekaran, U. (2003b). *Research methods for business*. Hoboken. NJ: John Wiley & Sons.

Sekaran, U., & Bougie, R. (2010). Theoretical framework In theoretical framework and hypothesis development. *Research Methods for Business: A Skill Building Approach, United Kingdom: Wiley*, 80.

Sekaran, U., & Bougie, R. (2013). *Research Methods for Business. Research methods for business* (p. 436).

Selesho, J. M., & Naile, I. (2014). Academic staff retention as a human resource factor: University perspective. *The International Business & Economics Research Journal (Online)*, 13(2), 295–304.

Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive

therapy. *Handbook of Positive Psychology*, 2, 3–12.

Selvarajan, T. T., Singh, B., & Solansky, S. (2018). Performance appraisal fairness, leader-member exchange and motivation to improve performance: A study of US and Mexican employees. *Journal of Business Research*, 85(August 2017), 142–154. <https://doi.org/10.1016/j.jbusres.2017.11.043>.

Seibert, S. E., Sargent, L. D., Kraimer, M. L., & Kiazad, K. (2017). Linking Developmental Experiences to Leader Effectiveness and Promotability: The Mediating Role of Leadership Self-Efficacy and Mentor Network. *Personnel Psychology*, 70(2), 357-397.

Serhan, C., Tsangari, H., & Business, S. (2015). Retention of fresh graduates: Identification of determinant factors through a modified job characteristics model. In *Global Business Conference* (pp. 200-202).

Serrat, O. (2017). Building a learning organization. In *Knowledge Solutions* (pp. 57–67). Springer.

Shahhosseini, M., Silong, A. D., & Ismaill, I. A. (2013). The relationship between transactional, transformational leadership styles, emotional intelligence and job performance. *Researchers World*, 4(1), 15.

Shalley, C. E., & Gilson, L. L. (2004). What leaders need to know: A review of social and contextual factors that can foster or hinder creativity. *The Leadership Quarterly*, 15(1), 33–53.

Shalley, C. E., Zhou, J., & Oldham, G. R. (2004). The effects of personal and contextual characteristics on creativity: Where should we go from here? *Journal of Management*, 30(6), 933–958.

Shahhosseini, M., Silong, A. D., & Ismaill, I. A. (2013). The relationship between

- transactional, transformational leadership styles, emotional intelligence and job performance. *Researchers World*, 4(1), 15.
- Sheer, V. C. (2010). Transformational and paternalistic leadership in Chinese organizations: Construct, predictive, and ecological validities compared in a Hong Kong sample. *Intercultural Communication Studies*, 19(1), 121.
- Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of Management Journal*, 46(6), 703–714.
- Shin, Y., Sung, S. Y., Choi, J. N., & Kim, M. S. (2015). Top Management Ethical Leadership and Firm Performance: Mediating Role of Ethical and Procedural Justice Climate. *Journal of Business Ethics*, 129(1), 43–57.
<https://doi.org/10.1007/s10551-014-2144-5>
- Shirom, A., Westman, M., & Melamed, S. (1999). The effects of payment systems on blue-collar employees' emotional distress: The mediating effects of objective and subjective work monotony. *Human Relations*, 52(8), 1077–1097.
- Siddique, A., Aslam, H. D., Khan, M., & Fatima, U. (2011). Impact of academic leadership on faculty's motivation, and organizational effectiveness in the higher education system. *International Journal of Business and Social Science*, 2(8), 184–191.
- Siddiquee, N. A. (2014). The Government Transformation Programme in Malaysia: A Shining Example of Performance Management in the Public Sector? *Asian Journal of Political Science*, 22(3), 268–288.
- Simon, P. N. (2014). Job satisfaction among non-PhD academic staff in Tanzania's private and public universities.

- Simons, H. D., Van Rheeën, D., & Covington, M. V. (1999). Academic motivation and the student-athlete. *Journal of College Student Development*, 40(2), 151.
- Sims, H. P., & Lorinkova, N. M. (2016). Examining The Differential Longitudinal Performance Of Directive Versus Emp...: EBSCOhost. *Academy of Management Journal*, 56(January), 573–596. Retrieved from <http://web.a.ebscohost.com.library.capella.edu/ehost/pdfviewer/pdfviewer?sid=84a1ee13-d0b3-4b4c-9ebd-6335b825dec5@sessionmgr4003&vid=2&hid=4212>
- Singh, J. (2000). Performance productivity and quality of frontline employees in service organizations. *Journal of Marketing*, 64(2), 15–34.
- Singh, R. (2016). The impact of intrinsic and extrinsic motivators on employee engagement in information organizations. *Journal of Education for Library and Information Science*, 57(2), 197.
- Singh, S., Darwish, T. K., Costa, A. C., & Anderson, N. (2012). Measuring HRM and organisational performance: concepts, issues, and framework. *Management Decision*, 50(4), 651–667.
- Sinnott, J. D. (1989). Changing the known; knowing the changing: The general systems theory metatheory as a conceptual framework to study complex change and complex thoughts. In *Transformation in clinical and developmental psychology* (pp. 51–69). Springer.
- Siron, R. B., Muttar, A. K., & Ariffin Ahmad, Z. (2015). Leader-Member Exchange and Academic Job Performance in the Iraqi Technical Colleges and institutes: The Mediating Role of Job Satisfaction. *International Review of Management and Business Research*, 4(3), 731–742. <https://doi.org/10.1166/asl.2015.6219>
- Skinner, B. F. (1953). Science and behaviour. *New York: Macmil an*.

- Slack, R. E., Corlett, S., & Morris, R. (2015). Exploring employee engagement with (corporate) social responsibility: A social exchange perspective on organisational participation. *Journal of Business Ethics*, 127(3), 537.
- Smeenk, S., Teelken, C., Eisinga, R., & Doorewaard, H. (2008). An international comparison of the effects of HRM practices and organizational commitment on quality of job performances among European university employees. *Higher Education Policy*, 21(3), 323–344.
- Smith, J. M. (1982). *Evolution and the Theory of Games*. Cambridge university press.
- Smith, J. R., Hogg, M. A., Martin, R., & Terry, D. J. (2007). Uncertainty and the influence of group norms in the attitude-behaviour relationship. *British Journal of Social Psychology*, 46(4), 769–792.
- Snell, S. A. (1992). Control theory in strategic human resource management: The mediating effect of administrative information. *Academy of Management Journal*, 35(2), 292–327.
- Sonnentag, S., & Frese, M. (2002). Performance concepts and performance theory. *Psychological Management of Individual Performance*, 23(1), 3–25.
- Sonnentag, S., Volmer, J., & Spychala, A. (2008). Job performance. *The Sage Handbook of Organizational Behavior*, 1, 427–447.
- Springer, G. J. (2011). A study of job motivation, satisfaction, and performance among bank employees. *Journal of Global Business Issues*, 5(1), 29.
- Stangor, C. (2015). *Social groups in action and interaction*. Routledge.
- Stewart, J. (2006). Transformational leadership: An evolving concept examined through the works of Burns, Bass, Avolio, and Leithwood. *Canadian Journal of*

Educational Administration and Policy, 54, 1–29.

Strümpfer, D. J. W., Danana, N., Gouws, J. F., & Viviers, M. R. (1998). Personality dispositions and job satisfaction. *South African Journal of Psychology*, 28(2), 92–100.

Sukirno, D. S., & Siengthai, S. (2011). Does Participative Decision Making Affect Lecturer Performance in Higher Education? *International Journal of Educational Management*, 25(5), 494–508.
<https://doi.org/10.1108/09513541111146387>

Sun, L.-Y., Zhang, Z., Qi, J., & Chen, Z. X. (2012). Empowerment and creativity: A cross-level investigation. *The Leadership Quarterly*, 23(1), 55–65.

Suriyankietkaew, S. (2015). Leadership and management factors predicting performance outcomes and organisational sustainability in Thai SMEs: an empirical investigation.

Sykes, T. A., & Venkatesh, V. (2017). Explaining post-implementation employee system use and job performance: Impacts of the content and source of social network ties. *MIS Quarterly*, 41(3).

Szadkowski, K. (2017). The University of the Common: Beyond the Contradictions of Higher Education Subsumed under Capital. In *The Future of University Education* (pp. 39-62). Palgrave Macmillan, Cham.

Tabachnick, B. G., & Fidell, L. S. (2007). *Experimental designs using ANOVA*. Thomson/Brooks/Cole.

Tabachnick, B. G., & Fidell, L. S. (2007). Multivariate analysis of variance and covariance. *Using Multivariate Statistics*, 3, 402–407.

Taghipour, A., & Dejban, R. (2013). Job Performance: Mediate Mechanism of Work

- Motivation. *Procedia - Social and Behavioral Sciences*, 84, 1601–1605.
<https://doi.org/10.1016/j.sbspro.2013.06.796>
- Takahashi, K. (2010). 10 A cognitive framework for performance appraisal. *Challenges of Human Resource Management in Japan*, 171.
- Tay, A., Dar, O. L., & Lees, C. (2016). Job performance expectations and perceptions of retail employees: Cognitive dissonances between self-reports and supervisor-ratings. *South African Journal of Business Management*, 47(3), 13–23.
- Tayo, O., & Adedapo, Y. A. (2012). Job Involvement And Organizational Commitment As Determinants Of Job Performance Among Educational Resource Centre Personnel In Oyo State, Nigeria. *Welcome To JOSTMED*, 153.
- Tella, A., Ayeni, C. O., & Popoola, S. O. (2007). Work motivation, job satisfaction, and organisational commitment of library personnel in academic and research libraries in Oyo State, Nigeria. *Library Philosophy and Practice (E-Journal)*, 118.
- Tenuto, P. L., & Gardiner, M. E. (2017). Interactive dimensions for leadership: an integrative literature review and model to promote ethical leadership praxis in a global society. *International Journal of Leadership in Education*, 1-15.
- Tubré, T., Arthur Jr, W., & Bennett Jr, W. (2014). General models of job performance: Theory and practice. In *Performance Measurement* (pp. 193-222). Psychology Press.
- Tezergil, S. A., Kose, A., & Karabay, M. E. (2014). Investigating the effect of trust, work-involvement, motivation and demographic variables on organizational commitment: Evidence from the IT Industry. *International Journal of Business*

and Management, 9(12), 111.

- Thatcher, J. B., Liu, Y., & Stepina, L. P. (2002). The role of the work itself: An empirical examination of intrinsic motivation's influence on IT workers attitudes and intentions. In *Proceedings of the 2002 ACM SIGCPR conference on Computer personnel research* (pp. 25–33). ACM.
- Thrasher, G. R., Bramble, R. J., & Baltes, B. B. (2016). Job Performance and Job Attitudes in Later Life: The Role of Motives. In *The Aging Workforce Handbook: Individual, Organizational, and Societal Challenges* (pp. 377-397). Emerald Group Publishing Limited.
- Ticehurst, G. (n.d.). W., & Veal, AJ (1999). *Business Research Methods: A Managerial Approach*.
- Tims, M., Bakker, A. B., & Xanthopoulou, D. (2011). Do transformational leaders enhance their followers' daily work engagement? *The Leadership Quarterly*, 22(1), 121–131.
- Tinuke, S. S., Bakare, Rasheed Ajibola, A. I. I. A., Fowotade, A., Billiaminu, S. A., & Durowade, K. A. (2015). Rubella Antibody Avidity Among Rubella Seropositive Women Attending a Tertiary Care Facility in Nigeria.
- Toaha, A. S. M. (2015). Private tutoring and educational inequality: a study on selected coaching centres in Dhaka. The University of Dhaka.
- Tooksoon, H. M. P. (2011). Conceptual framework on the relationship between human resource management practices, job satisfaction, and turnover. *Journal of Economic and Behaviors Studies*, 2, 41–49.
- Tripathi, A., & Chaturvedi, K. R. (2014). Impact of intrinsic motivation on performance: A literature review. *International Journal of Organizational*

Behaviour & Management Perspectives, 3(4), 1266.

- Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36(5), 1117–1142.
- Ugwu, F. O., Onyishi, I. E., & Rodríguez-Sánchez, A. M. (2014). Linking Organizational Trust with Employee Engagement: The Role of Psychological Empowerment. *Personnel Review*, 43(3), 377–400.
- Uhl-Bien, M., Riggio, R. E., Lowe, K. B., & Carsten, M. K. (2014). Followership theory: A review and research agenda. *The Leadership Quarterly*, 25(1), 83–104.
- Ullah, K. (2014). *Adaptable service-system design: an analysis of Shariah finance in Pakistan*. Brunel University Brunel Business School PhD Theses.
- Uppal, N., Mishra, S. K., & Vohra, N. (2014). Prior related work experience and job performance: Role of personality. *International Journal of Selection and Assessment*, 22(1), 39–51.
- Urbach, N., & Ahlemann, F. (2010). Structural equation modelling in information systems research using partial least squares. *JITTA: Journal of Information Technology Theory and Application*, 11(2), 5.
- Urdan, T. C., & Maehr, M. L. (1995). Beyond a two-goal theory of motivation and achievement: A case for social goals. *Review of Educational Research*, 65(3), 213–243.
- Utman, C. H. (1997). Performance effects of motivational state: A meta-analysis. *Personality and Social Psychology Review*, 1(2), 170–182.

- Van Aarde, N., Meiring, D., & Wiernik, B. M. (2017). The validity of the Big Five personality traits for job performance: Meta-analyses of South African studies. *International Journal of Selection and Assessment*, 25(3), 223-239.
- Van Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics*, 128(1), 119–131.
- Van Knippenberg, D., & Sitkin, S. B. (2013). A critical assessment of charismatic—transformational leadership research: Back to the drawing board?. *The Academy of Management Annals*, 7(1), 1-60.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: the synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality and Social Psychology*, 87(2), 246.
- Vasilagos, T., Polychroniou, P., & Maroudas, L. (2017). Relationship Between Supervisor's Emotional Intelligence and Transformational Leadership in Hotel Organizations. In *Strategic Innovative Marketing* (pp. 91-95). Springer, Cham.
- Victor, A. A., & Babatunde, E. G. (2014). Motivation and Effective Performance of Academic Staff in Higher Education (Case Study of Adekunle Ajasin University, Ondo State, Nigeria).
- Viswesvaran, C., & Ones, D. S. (2000). Perspectives on models of job performance. *International Journal of Selection and Assessment*, 8(4), 216–226.
- Viswesvaran, C., Ones, D. S., & Schmidt, F. L. (1996). Comparative analysis of the reliability of job performance ratings. American Psychological Association.
- Viswesvaran, C., Schmidt, F. L., & Ones, D. S. (2002). The moderating influence of

job performance dimensions on the convergence of supervisory and peer ratings of job performance: Unconfounding construct-level convergence and rating difficulty. American Psychological Association.

Volmer, J., Spurk, D., & Niessen, C. (2012). Leader-member exchange (LMX), job autonomy, and creative work involvement. *The Leadership Quarterly*, 23(3), 456–465. <https://doi.org/10.1016/j.leaqua.2011.10.005>.

Volodina, A., Nagy, G., & Köller, O. (2015). Success in the first phase of the vocational career: The role of cognitive and scholastic abilities, personality factors, and vocational interests. *Journal of Vocational Behavior*, 91, 11-22.

Von Bertalanffy, L. (1968). General system theory. *New York*, 41973(1968), 40.

Vongphanakhone, S. (2014). Suitable leadership styles increase workplace motivation in the Lao banking industry.

Voon, M. L., Lo, M. C., Ngui, K. S., & Ayob, N. B. (2011). The influence of leadership styles on employees' job satisfaction in public sector organizations in Malaysia. *International Journal of Business, Management and Social Sciences*, 2(1), 24–32.

Vroom, V. (1964). Expectancy theory. *Work and Motivation*.

Vroom, V. (1964). Motivation and work. New York: Wiley.

Vroom, V. H. (1964). Work and motivation. new york John Wiley & sons. Inc. *Vroom Work and Motivation 1964*.

Wagner III, J. A., & Hollenbeck, J. R. (2014). *Organizational behaviour: Securing a competitive advantage*. Routledge.

Waldman, D. A., & Spangler, W. D. (1989). Putting together the pieces: A closer look at the determinants of job performance. *Human Performance*, 2(1), 29–59.

- Walumbwa, F. O., Avolio, B. J., & Zhu, W. (2008). How transformational leadership weaves its influence on individual job performance: The role of identification and efficacy beliefs. *Personnel Psychology*, 61(4), 793–825.
- Walumbwa, F. O., Luthans, F. E., Avey, J. B., & Oke, A. (2011). Authentically leading groups: The mediating role of collective psychological capital and trust. *Journal of Organizational Behavior*, 32(1), 4–24. (Retraction published April 28, 2014, *Journal of Organizational Behavior*, 35, 746). <https://doi.org/10.1002/job.653>.
- Wang, G., Oh, I.-S., Courtright, S. H., & Colbert, A. E. (2011). Transformational leadership and performance across criteria and levels: A meta-analytic review of 25 years of research. *Group & Organization Management*, 36(2), 223–270.
- Wang, S., & Liu, Y. (2015). Impact of professional nursing practice environment and psychological empowerment on nurses' work engagement: a test of structural equation modelling. *Journal of Nursing Management*, 23(3), 287–296.
- Wang, X.-H. F., & Howell, J. M. (2012). A multilevel study of transformational leadership, identification, and follower outcomes. *The Leadership Quarterly*, 23(5), 775–790.
- Wang, X.-H. F., Kim, T.-Y., & Lee, D.-R. (2016). Cognitive diversity and team creativity: Effects of team intrinsic motivation and transformational leadership. *Journal of Business Research*, 69(9), 3231–3239.
- Wang, Y., Ramsey, R., & Hamilton, A. F. de C. (2011). The control of mimicry by eye contact is mediated by the medial prefrontal cortex. *Journal of Neuroscience*, 31(33), 12001–12010.
- Weber, L., & Duderstadt, J. J. (2015). University priorities and constraints.

- Western, S. (2013). *Leadership: A critical text*. Sage.
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297.
- Whitsett, G. (2007). Perceptions of leadership styles of department chairs. *College Student Journal*, 41(2), 274–287.
- Wiyono, B. B. (2017). The effect of self-evaluation on the principals' transformational leadership, teachers' work motivation, teamwork effectiveness, and school improvement. *International Journal of Leadership in Education*, 1-21.
- Wood, R. C., Levine, D., Cory, G. A., Wilson, D. R., & Inamdar, S. N. (2013). Evolutionary neuroscience and human motivation in organizations. In *Academy of Management Proceedings* (Vol. 2013, p. 15140). Academy of Management.
- Wojtczuk-Turek, Turek, D. A. (2016). The Significance of Perceived Social-Organization Climate for Creating Employees' Innovativeness. *Management Research Review*, 39(2), 167–195. <https://doi.org/10.1108/MRR-11-2015-026>.
- Wong, Y. T., Wong, Y. W., & Wong, C. S. (2015). An integrative model of turnover intention: Antecedents and their effects on employee performance in Chinese joint ventures. *Journal of Chinese Human Resource Management*, 6(1), 71-90.
- Wright, B. E., Moynihan, D. P., & Pandey, S. K. (2012). Pulling the levers: Transformational leadership, public service motivation, and mission valence. *Public Administration Review*, 72(2), 206–215.
- Wright, P. M., Kacmar, K. M., McMahan, G. C., & Deleeuw, K. (1995). P= f (MXA): Cognitive ability as a moderator of the relationship between personality and job performance. *Journal of Management*, 21(6), 1129–1139.

- Wright, P. M., & McMahan, G. C. (1992). Theoretical perspectives for strategic human resource management. *Journal of Management*, 18(2), 295–320.
- Wulf, G., & Lewthwaite, R. (2016). Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. *Psychonomic Bulletin & Review*, 23(5), 1382-1414.
- Xing, Y., Liu, Y., Tarba, S. Y., & Cooper, C. L. (2016). Intercultural influences on managing African employees of Chinese firms in Africa: Chinese managers' HRM practices. *International Business Review*, 25(1), 28–41.
- Xiong, L., & King, C. (2015). Motivational drivers that fuel employees to champion the hospitality brand. *International Journal of Hospitality Management*, 44, 58–69.
- Yammarino, F. J., & Dubinsky, A. J. (1994). Transformational leadership theory: Using levels of analysis to determine boundary conditions. *Personnel Psychology*, 47(4), 787–811.
- Yammarino, F. J., Spangler, W. D., & Bass, B. M. (1993). Transformational leadership and performance: A longitudinal investigation. *The Leadership Quarterly*, 4(1), 81–102.
- Yan, K. (2017). Chinese international students' stressors in the United States. In *Chinese International Students' Stressors and Coping Strategies in the United States* (pp. 55–81). Springer.
- Yang, C.-L., & Hwang, M. (2014). Personality traits and simultaneous reciprocal influences between job performance and job satisfaction. *Chinese Management Studies*, 8(1), 6–26.
- Yang, I. (2015). Positive effects of laissez-faire leadership: conceptual exploration.

Journal of Management Development, 34(10), 1246–1261.

Yawar, S. A., & Seuring, S. (2017). Management of social issues in supply chains: a literature review exploring social issues, actions and performance outcomes.

Journal of Business Ethics, 141(3), 621–643.

Ye, F. H. (2011). The impact of extrinsic and intrinsic work motivation on job satisfaction among employees in Malaysian service industry/Ye Fu Hai. The University of Malaya.

Yousaf, A., Yang, H., & Sanders, K. (2015). Effects of intrinsic and extrinsic motivation on task and contextual performance of Pakistani professionals: the mediating role of commitment foci. *Journal of Managerial Psychology*, 30(2), 133–150.

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, 10(2), 285–305.

Yusoff, R. M., Khan, F., Mubeen, A., & Azam, K. (2013). A study about factors influencing the university performance. *Sains Humanika*, 64(2).

Yusoff, W. F. W., Kian, T. S., & Idris, M. T. M. (2013). Herzberg's Two Factors Theory On Work Motivation: Does Its Work For Today's Environment. *Global Journal of Commerce and Management*, 2(5), 18–22.

Yusuf, M. O., Muhammed, U. D., & Kazeem, A. O. (2014). Management of Leadership Style: An Approach to Organizational Performance and Effectiveness in Nigeria. *International Journal of Humanities Social Sciences and Education*, 17–29.

Yusuf, S. K. (2015). Assessment of Motivation Strategies and Work Performance of Para-Professional Staff in Tertiary Institution Libraries in Kaduna State,

Nigeria.

Zahrah, N., Hamid, S. N. B. A., Rani, S. H. B. A., & Kamil, B. A. B. M. (2017). The Mediating Effect of Work Engagement on The Relationship Between Islamic Religiosity and Job Performance. *Global Business and Management Research*, 9(1s), 271.

Zareen, M., Razzaq, K., & Mujtaba, B. G. (2015). Impact of transactional, transformational and laissez-faire leadership styles on motivation: A quantitative study of banking employees in Pakistan. *Public Organization Review*, 15(4), 531-549.

Zapata-Phelan, C. P., Colquitt, J. A., Scott, B. A., & Livingston, B. (2009). Procedural justice, interactional justice, and task performance: The mediating role of intrinsic motivation. *Organizational Behavior and Human Decision Processes*, 108(1), 93–105.

Zareen, M., Razzaq, K., & Mujtaba, B. G. (2015). Impact of transactional, transformational and laissez-faire leadership styles on motivation: A quantitative study of banking employees in Pakistan. *Public Organization Review*, 15(4), 531-549.

Zemene, F. (2013). The Effects of Motivation on Employees' Performance at Mekdim Ethiopia National Association. St. Mary's University.

Zhang, X., & Bartol, K. M. (2010a). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107–128.

Zhang, X., & Bartol, K. M. (2010b). The influence of creative process engagement

- on employee creative performance and overall job performance: a curvilinear assessment. *Journal of Applied Psychology*, 95(5), 862.
- Zhang, X., Li, N., Ullrich, J., & van Dick, R. (2015). Getting everyone on board: The effect of differentiated transformational leadership by CEOs on top management team effectiveness and leader-rated firm performance. *Journal of Management*, 41(7), 1898–1933.
- Zhang, Y., Long, L., Wu, T. Y., & Huang, X. (2015). When is pay for performance related to employee creativity in the Chinese context? The role of guanxi HRM practice, trust in management, and intrinsic motivation. *Journal of Organizational Behavior*, 36(5), 698-719.
- Zhou, J., & Shalley, C. E. (2003). Research on employee creativity: A critical review and directions for future research. In *Research in personnel and human resources management* (pp. 165–217). Emerald Group Publishing Limited.
- Zhu, W., He, H., Treviño, L. K., Chao, M. M., & Wang, W. (2015). Ethical leadership and follower voice and performance: The role of follower identifications and entity morality beliefs. *The Leadership Quarterly*, 26(5), 702-718.
- Zhu, W., Avolio, B. J., & Walumbwa, F. O. (2009). Moderating role of follower characteristics with transformational leadership and follower work engagement. *Group & Organization Management*, 34(5), 590-619.
- Zhu, Y., & Akhtar, S. (2014). How transformational leadership influences follower helping behaviour: The role of trust and prosocial motivation. *Journal of Organizational Behavior*, 35(3), 373-392.
- Zhu, W., Avolio, B. J., Riggio, R. E., & Sosik, J. J. (2011). The effect of authentic

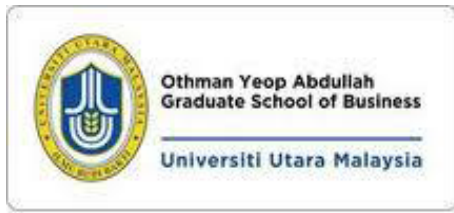
transformational leadership on follower and group ethics. *The Leadership Quarterly*, 22(5), 801–817.

Zhu, W., Newman, A., Miao, Q., & Hooke, A. (2013). Revisiting the mediating role of trust in transformational leadership effects: Do different types of trust make a difference? *The Leadership Quarterly*, 24(1), 94–105.

Zickmund, S. L. (2003). Care and justice: the impact of gender and profession on ethical decision making in the healthcare arena.

Zikmund, W. G. (2012). Basic and applied research. *Business Research Methods*.





Date: April, 2017

Dear Sir/Madam

ACADEMIC RESEARCH QUESTIONNAIRE

I am a master candidate at the above-named university, currently working on my MSc thesis title “Transformational leadership style, motivation and job performance among academic staff in public Universities Nigeria.

Thank you in advance for taking your valuable time to fill in this questionnaire. Please be assured that your responses will only be used for academic purpose. Hence, your identity will never be known throughout any part of the research process.

Thank you very much in anticipation of your responses.

Yours sincerely,

Ale Omowunmi Ruth
Research student

Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia

06010 Sintok, Kedah, Malaysia

Phone: +601133407960

E-mail: ruthale@gmail.com

SECTION A:

Instruction:

Please read and tick ☒s appropriate in the provided boxes your exact profile of the following demographic information:

1. Gender: ☐ Male
☐ Female

2. Age: ☐ 21 – 30 ☐ 31 – 40
☐ 41 – 50 ☐ 51 and Above

3. Present Rank: ☐ Professor ☐ Lecturer I IS
☐ Assistant Professor ☐ Assistant
Lecturer ☐ Senior Lecturer ☐ Graduate-
Assistance ☐ Lecturer I

4. Present Job Tenure: ☐ Less than 1 year ☐ 1 – 5 years
☐ 6 – 10 years ☐ 15 years and
above

5. Highest Educational Qualification:
☐ First Degree ☐ Doctorate Degree
☐ Master Degree

6. Marital Status: ☐ Married ☐ Single

☐

Widowed

☐

Divorce

7. Ethnicity:

☐

Yoruba

☐

Hausa

☐

Igbo

☐

Others _____



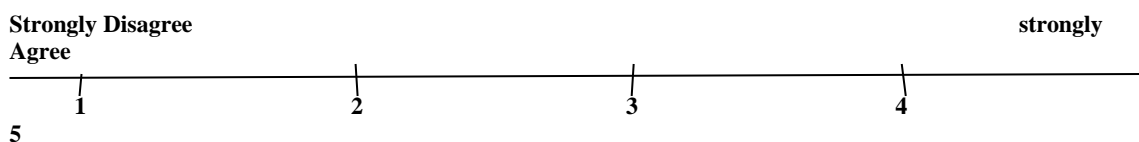
UUM
Universiti Utara Malaysia

Section B:

Instruction:

The following questions will help the researcher understand your behavior at work. Please indicate as honest and objective as possible the extent to which you have engaged in the following behavior in

your university. Use the scales provided below to indicate your level of agreement or disagreement with each statement.

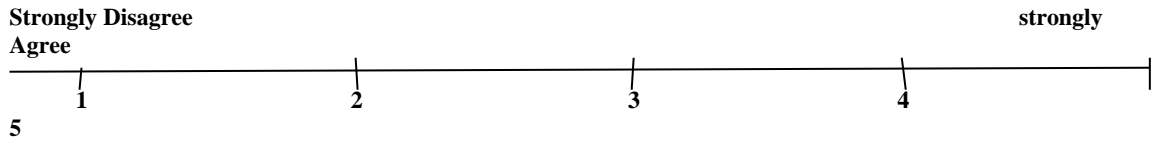


	Academic Job Performance	1	2	3	4	5
	Teaching					
JP1	I am qualified as an academic.	1	2	3	4	5
JP2	I serve as a thesis advisor to my students.	1	2	3	4	5
JP3	I also serve as a student advisor.	1	2	3	4	5
JP4	I engaged in tutorial classes.	1	2	3	4	5
JP5	I engaged in teaching.	1	2	3	4	5
JP6	I have authored a textbook.	1	2	3	4	5
JP7	I have developed a practical manual.	1	2	3	4	5
JP8	I engage in development of school learning media documents.	1	2	3	4	5
	Research project.					
JP9	I engaged myself in individual research.	1	2	3	4	5
JP10	I engage myself in group research.	1	2	3	4	5
JP11	I engaged myself as a member in university project.	1	2	3	4	5
JP12	I engaged myself as a member in a governmental project.	1	2	3	4	5
	Publication					
JP13	I have series professional books as an institutional member.	1	2	3	4	5
JP14	I engaged myself in translating a book.	1	2	3	4	5
JP15	I engaged myself in editing a book.	1	2	3	4	5
JP16	I engaged myself in patenting technological product.	1	2	3	4	5
JP17	I have published Scopus journals	1	2	3	4	5
JP18	I have published referred journals	1	2	3	4	5
JP19	I have published conference paper	1	2	3	4	5
	Public Engagement					
JP20	I am engaged in conducting society training as a member of university board.	1	2	3	4	5
JP21	I engaged myself in various and different seminar as a participant in my institution.	1	2	3	4	5
JP22	I have received achievement award.	1	2	3	4	5
JP23	I have been chosen as a representative lecturer for any event in my institution.	1	2	3	4	5

Section C:

Instruction:

The following questions are about your immediate supervisor (Head of Department) and management of your present university. Please use the scales provided to indicate as honest and objective as possible your level of agreement or disagreement with each statement.



Transformational Leadership Style						
Idealized Influence						
TLS1	The leadership of my school in stills pride on the lecturers for associating with the leadership behaviors.	1	2	3	4	5
TLS2	The leadership of my school talks about its most important values and beliefs.	1	2	3	4	5
TLS3	The leadership of my school acts in a way that built lecturers' respect.	1	2	3	4	5
TLS4	The leadership of my considers the moral and the ethical consequences of decisions	1	2	3	4	5
TLS5	The leadership suggested a new way of looking of how to complete task.	1	2	3	4	5
Inspiration and Motivation						
TL6	The leadership of my school talks enthusiastically about what needs to be accomplished in a time-frame.	1	2	3	4	5
TL7	The leadership of my school expresses confidence that goals will be achieved.	1	2	3	4	5
TL8	The leadership of my school encourages lecturers to perform more than they are expected to do.	1	2	3	4	5
TLS9	The leadership of my school increases lecturer' willingness to work harder..	1	2	3	4	5
TLS10	The leadership of my school increases lecturers' motivation to achieve individual and organizational goals.	1	2	3	4	5
Intellectual Stimulation						
TLS11	The leadership of my school seeks different perspectives of solving problems.	1	2	3	4	5
TLS12	The leadership of my school focuses attention on mistakes, exceptions and deviation from standards.	1	2	3	4	5
TLS13	The leadership of my school encourages lecturers to think more creatively and be more innovative.	1	2	3	4	5
TLS14	The leadership of my school sets challenging standards for all tasks given to lecturers.	1	2	3	4	5
TLS15	The leadership style of my school gets lecturers to rethink ideas that they had never questioned before.	1	2	3	4	5
Individualized Consideration						
TLS16	The leadership of my school emphasizes the spent on teaching and research.	1	2	3	4	5
TLS17	The leadership of my school goes beyond self- interest for the good of the institution.	1	2	3	4	5
TLS18	The leadership of my school considers lecturers as having different needs, abilities, and aspiration from others.	1	2	3	4	5
TLS19	The leadership of my school listens to lecturers' concerns and helps them to develop their strengths.	1	2	3	4	5
TLS20	The leadership of my school assists lecturers in giving full attention on	1	2	3	4	5

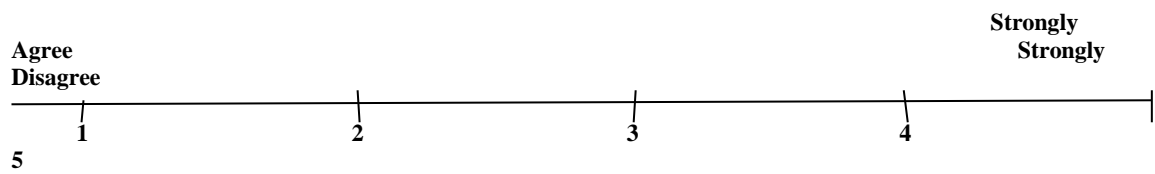
	dealing with mistakes, complaints, and failures.					
--	--	--	--	--	--	--



Section3

Instruction:

Please use the scales provided to indicate as honest and objective as possible, your level of agreement or disagreement with each statement.



Intrinsic and Extrinsic Motivation						
EM1	I am not that concerned about what other people think of my work.	1	2	3	4	5
EM2	I prefer having someone set clear goals for me in my work	1	2	3	4	5
IM3	The more difficult the problem, the more I enjoy trying to solve it.	1	2	3	4	5
EM4	I am keenly aware of the [income goals I have for myself.]	1	2	3	4	5
IM5	I want my work to provide me with opportunities for increasing my knowledge and skill.	1	2	3	4	5
EM6	To me, success means doing better than other people.	1	2	3	4	5
IM7	I prefer to figure things out for myself.	1	2	3	4	5
IM8	No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.	1	2	3	4	5
IM9	I enjoy relatively simple, straightforward tasks.	1	2	3	4	5
EM10	I am keenly aware of the [promotion] goals I have for myself	1	2	3	4	5
IM11	Curiosity is the driving force behind much of what I do.	1	2	3	4	5
EM12	I am less concerned with what work I do than what I get for it.	1	2	3	4	5
IM13	I enjoy tackling problems that are completely new to me.	1	2	3	4	5
IM14	I prefer work I know I can do well over work that stretches my abilities	1	2	3	4	5
EM15	I am concerned about how other people are going to react to my ideas	1	2	3	4	5
EM16	I seldom think about [salary and promotions].	1	2	3	4	5
IM17	I am more comfortable when I can set my own goals.	1	2	3	4	5
EM18	I believe that there is no point in doing a good job if nobody else knows about it.	1	2	3	4	5
EM19	I am strongly motivated by the (money) I can earn.	1	2	3	4	5
IM20	It is important for me to be able to do what I most enjoy.	1	2	3	4	5
EM21	I prefer working on projects with clearly specified procedures	1	2	3	4	5
EM22	As long as I can do what I enjoy, I'm not that concerned my salary	1	2	3	4	5
IM23	I enjoy doing work that is so absorbing that I forget about everything else.	1	2	3	4	5
EM24	I strongly motivated by the recognition I can earn from other people.	1	2	3	4	5
EM25	I have to feel that I am earning something for what I do.	1	2	3	4	5
IM26	I enjoy trying to solve complex problems.	1	2	3	4	5
IM27	It is important for me to have an outlet for self-expression.	1	2	3	4	5
IM28	I want to find out how good I really can be at my work.	1	2	3	4	5
EM29	I want other people to find out how good I really can be at my work.	1	2	3	4	5
IM30	What matters most to me is enjoying what I do.	1	2	3	4	5

Appendix B

Cross Loadings

Table 4.7

Loading and Cross loading

Variables	Items	JP	MOT	TLS
Job Performance (JP)	JP10	0.641	0.453	0.553
	JP11	0.737	0.458	0.470
	JP12	0.824	0.555	0.535
	JP13	0.794	0.571	0.490
	JP14	0.786	0.527	0.525
	JP15	0.784	0.517	0.467
	JP16	0.501	0.249	0.388
	JP17	0.679	0.338	0.502
	JP19	0.736	0.521	0.547
	JP21	0.641	0.463	0.527
	JP22	0.720	0.452	0.512
	JP6	0.666	0.435	0.477
	JP7	0.714	0.497	0.395
Motivation (MOT)	EM1	0.548	0.773	0.496
	EM11	0.439	0.683	0.380
	EM12	0.401	0.646	0.477
	EM2	0.508	0.760	0.441
	EM3	0.448	0.722	0.474
	EM7	0.505	0.755	0.438
	EM8	0.436	0.718	0.488
	EM9	0.544	0.765	0.494
	IM10	0.505	0.751	0.437
	IM11	0.435	0.705	0.484
	IM12	0.539	0.745	0.467
	IM13	0.530	0.769	0.494
	IM14	0.496	0.745	0.438
	IM15	0.431	0.695	0.459
	IM2	0.400	0.649	0.482
	IM7	0.402	0.655	0.476
	IM8	0.391	0.631	0.451
	IM9	0.535	0.751	0.476

Transformational Leadership Style (TLS)	TLS1	0.558	0.467	0.700
	TLS10	0.506	0.467	0.760
	TLS11	0.467	0.441	0.750
	TLS12	0.467	0.448	0.637
	TLS13	0.501	0.415	0.749
	TLS14	0.487	0.474	0.749
	TLS15	0.516	0.506	0.749
	TLS16	0.482	0.491	0.716
	TLS17	0.512	0.511	0.713
	TLS18	0.502	0.438	0.714
	TLS19	0.566	0.553	0.739
	TLS2	0.496	0.452	0.703
	TLS20	0.560	0.533	0.676
	TLS3	0.585	0.459	0.720
	TLS4	0.467	0.424	0.716
	TLS5	0.486	0.448	0.693
	TLS6	0.442	0.426	0.726
	TLS7	0.409	0.385	0.714
	TLS8	0.416	0.456	0.712
	TLS9	0.433	0.408	0.715

Source: The Researcher

Appendix C T-Statistics

[t-statistics](#)

F-statistics with other P-values: [P=0.05](#) | [P=0.01](#) | [P=0.001](#)

df	P = 0.05	P = 0.01	P = 0.001
1	3.84	6.64	10.83
2	5.99	9.21	13.82

3	7.82	11.35	16.27
4	9.49	13.28	18.47
5	11.07	15.09	20.52
6	12.59	16.81	22.46
7	14.07	18.48	24.32
8	15.51	20.09	26.13
9	16.92	21.67	27.88
10	18.31	23.21	29.59
11	19.68	24.73	31.26
12	21.03	26.22	32.91
13	22.36	27.69	34.53
14	23.69	29.14	36.12
15	25.00	30.58	37.70
16	26.30	32.00	39.25
17	27.59	33.41	40.79
18	28.87	34.81	42.31
19	30.14	36.19	43.82
20	31.41	37.57	45.32
21	32.67	38.93	46.80
22	33.92	40.29	48.27
23	35.17	41.64	49.73
24	36.42	42.98	51.18
25	37.65	44.31	52.62
26	38.89	45.64	54.05
27	40.11	46.96	55.48
28	41.34	48.28	56.89
29	42.56	49.59	58.30
30	43.77	50.89	59.70
31	44.99	52.19	61.10
32	46.19	53.49	62.49
33	47.40	54.78	63.87
34	48.60	56.06	65.25
35	49.80	57.34	66.62
36	51.00	58.62	67.99
37	52.19	59.89	69.35
38	53.38	61.16	70.71
39	54.57	62.43	72.06
40	55.76	63.69	73.41
41	56.94	64.95	74.75
42	58.12	66.21	76.09
43	59.30	67.46	77.42
44	60.48	68.71	78.75
45	61.66	69.96	80.08
46	62.83	71.20	81.40
47	64.00	72.44	82.72
48	65.17	73.68	84.03
49	66.34	74.92	85.35
50	67.51	76.15	86.66



51	68.67	77.39	87.97
52	69.83	78.62	89.27
53	70.99	79.84	90.57
54	72.15	81.07	91.88
55	73.31	82.29	93.17
56	74.47	83.52	94.47
57	75.62	84.73	95.75
58	76.78	85.95	97.03
59	77.93	87.17	98.34
60	79.08	88.38	99.62
61	80.23	89.59	100.88
62	81.38	90.80	102.15
63	82.53	92.01	103.46
64	83.68	93.22	104.72
65	84.82	94.42	105.97
66	85.97	95.63	107.26
67	87.11	96.83	108.54
68	88.25	98.03	109.79
69	89.39	99.23	111.06
70	90.53	100.42	112.31
71	91.67	101.62	113.56
72	92.81	102.82	114.84
73	93.95	104.01	116.08
74	95.08	105.20	117.35
75	96.22	106.39	118.60
76	97.35	107.58	119.85
77	98.49	108.77	121.11
78	99.62	109.96	122.36
79	100.75	111.15	123.60
80	101.88	112.33	124.84
81	103.01	113.51	126.09
82	104.14	114.70	127.33
83	105.27	115.88	128.57
84	106.40	117.06	129.80
85	107.52	118.24	131.04
86	108.65	119.41	132.28
87	109.77	120.59	133.51
88	110.90	121.77	134.74
89	112.02	122.94	135.96
90	113.15	124.12	137.19
91	114.27	125.29	138.45
92	115.39	126.46	139.66
93	116.51	127.63	140.90
94	117.63	128.80	142.12
95	118.75	129.97	143.32
96	119.87	131.14	144.55
97	120.99	132.31	145.78
98	122.11	133.47	146.99



99	123.23	134.64	148.21
100	124.34	135.81	149.48



Appendix D **Questionnaire Google Monkey Layout**

A screenshot of a Windows desktop environment. In the foreground, a web browser window is open, displaying a search engine homepage with a search bar and navigation icons. The desktop background features a large, semi-transparent watermark of the Universiti Utara Malaysia logo, which consists of a stylized 'U' and 'M' with a blue and green vertical bar. Below the watermark, the text 'Universiti Utara Malaysia' is visible in a large, light blue font.

1. I have presented conference paper.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Public Engagement

2. I am engaged in conducting society training as a member of university board.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

3. I engaged myself in various and different seminar as a participant in my institution.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

4. I have received achievement award.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

5. I have been chosen as a representative lecturer from any event in my institution.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

6. I engaged myself in translating a book.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

7. I engaged myself in editing a book.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

8. I engaged myself in patenting technological product.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

9. I have published refereed journals.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

10. I have published Scopus journals.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

11. I have published conference paper.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

12. I engaged myself in individual research.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

13. I engaged myself in group research.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

14. I engaged myself as a member in laboratory project.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

15. I engaged myself as a member in a governmental project.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Publication

16. I have professional books as an institutional member.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

17. I also served as a student advisor.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

18. I employed in tutorial classes.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

19. I engaged in teaching.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

20. I have authored a textbook.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

21. I have developed a practical manual.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Research Project

22. Director:

☐ Yes

☐ No

☐ Others

Section B

23. I am qualified as an Academic.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

24. I often serve as a thesis advisor to my students.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Present Job Tenure

☐ Less than 1 year
☐ 1-5 years
☐ 6-10 years
☐ 11-14 years
☐ 15 years and above

Highest Educational Qualification:

☐ High School
☐ Bachelor Degree
☐ Master Degree
☐ Professional Degree

Marital Status:

☐ Single
☐ Married
☐ Divorced
☐ Widowed

Ethnicity:

☐ Malay
☐ Chinese
☐ Indian
☐ Others

Gender

☐ Male
☐ Female

Age

☐ 21-30 years
☐ 31-40 years
☐ 41-50 years
☐ 51 years and above

Present Rank

☐ Professor
☐ Associate Professor
☐ Senior Lecturer
☐ Lecturer I
☐ Lecturer II
☐ Assistant Lecturer
☐ Graduate Assistant

Present Job Tenure

☐ Less than 1 year
☐ 1-5 years
☐ 6-10 years
☐ 11-14 years
☐ 15 years and above

Academic research Questionnaire

From July 2017
Dear Respondent

ACADEMIC RESEARCH QUESTIONNAIRE

The purpose of this research is to investigate the factors that influence the performance of academic staff in higher education in Malaysia. The questionnaire is designed to collect data on the following factors:

1. Demographic factors (Age, Gender, Marital Status, Ethnicity)

2. Professional factors (Present Rank, Present Job Tenure)

3. Personal factors (Stress, Self-expression, Work-life balance)

4. Organizational factors (Work environment, Support from colleagues and superiors)

5. Academic factors (Research output, Teaching quality)

Please fill in the questionnaire and return it to the researcher as soon as possible. Your participation is highly appreciated. Thank you for your contribution to the research.

SECTION A

Instructions: Please tick (X) in the appropriate box for your response to the following statements.

1. It is important for me to have an outlet for self-expression.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

2. I want to find out how good I really can be at my work.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

3. I want other people to find out how good I really can be at my work.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

4. What matter most to me is enjoying what I do.

Strongly Disagree ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Strongly Agree

As long as I can do what I enjoy, I'm not that concerned my salary.

1 2 3 4 5
Strongly Disagree Strongly Agree

I enjoy doing work that is so absorbing that I forget about everything else.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am strongly motivated by the recognition I can earn from other people.

1 2 3 4 5
Strongly Disagree Strongly Agree

I have to feel that I am earning something for what I do.

1 2 3 4 5
Strongly Disagree Strongly Agree

I enjoy trying to solve complex problems.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am more comfortable when I can set my own goals.

1 2 3 4 5
Strongly Disagree Strongly Agree

I believe that there is no point in doing a good job if nobody else knows about it.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am strongly motivated by the money I can earn.

1 2 3 4 5
Strongly Disagree Strongly Agree

It is important for me to be able to do what I most enjoy.

1 2 3 4 5
Strongly Disagree Strongly Agree

I prefer working on projects with clearly specified procedures.

1 2 3 4 5
Strongly Disagree Strongly Agree

I have complete faith in my immediate supervisor.

1 2 3 4 5
Strongly Disagree Strongly Agree

I enjoy tackling problems that are completely new to me.

1 2 3 4 5
Strongly Disagree Strongly Agree

I prefer work I know I can do over work that stretches my abilities.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am concerned about how other people are going to react to my ideas.

1 2 3 4 5
Strongly Disagree Strongly Agree

I seldom think about salary and promotions.

1 2 3 4 5
Strongly Disagree Strongly Agree

No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.

1 2 3 4 5
Strongly Disagree Strongly Agree

I enjoy relatively simple, straightforward tasks.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am keenly aware of the promotion goals I have for myself.

1 2 3 4 5
Strongly Disagree Strongly Agree

Curiosity is the driving force behind much of what I do.

1 2 3 4 5
Strongly Disagree Strongly Agree

I am less concerned with what work I do than what I get for it.

1 2 3 4 5
Strongly Disagree Strongly Agree

I prefer having someone set clear goals for me in my work.

1 2 3 4 5
Strongly Disagree Strongly Agree

The more difficult the problem, the more I enjoy trying to solve it.

1 2 3 4 5
Strongly Disagree Strongly Agree

I want my work to provide me with opportunities for increasing my knowledge and skills.

1 2 3 4 5
Strongly Disagree Strongly Agree

To me, business means doing better than other people.

1 2 3 4 5
Strongly Disagree Strongly Agree

I prefer to figure things out for myself.

1 2 3 4 5
Strongly Disagree Strongly Agree

The leadership of my school listens to lecturers' concerns and helps them to develop their strengths.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school assists lecturers in giving full attention on dealing with mistakes, complaints and failures.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

SECTION D

Intrinsic and Extrinsic Motivation

I am not that concerned about what other people think of my work.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school gets lecturers to rethink ideas that they had never questioned before.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Individualized Consideration

The leadership of my school emphasizes the spent on teaching and research.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school goes beyond self-interest for the good of the institution.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school considers lecturers as having different needs, abilities and aspirations from others.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school gets lecturers to rethink ideas that they had never questioned before.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Individualized Consideration

The leadership of my school emphasizes the spent on teaching and research.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school goes beyond self-interest for the good of the institution.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school considers lecturers as having different needs, abilities and aspirations from others.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school expresses confidence the goals will be achieved.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school encourages lecturers to perform more than they are expected to do.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school increase lecturer's willingness to work harder.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school increase lecturers' motivation to achieve individual and organizational goals.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Individualized Consideration

The leadership of my school seeks different perspectives of

The leadership of my school expresses confidence the goals will be achieved.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school encourages lecturers to perform more than they are expected to do.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school increase lecturer's willingness to work harder.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

The leadership of my school increase lecturers' motivation to achieve individual and organizational goals.

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Individualized Consideration

The leadership of my school seeks different perspectives of

The leadership of my school takes acts in a way that suit lecturers' respect.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					

The leadership of my school considers the moral and the ethical consequences of decisions.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Strongly Agree					

The leadership suggested a new way of looking of how to complete task.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					

Inspiration and Motivation

The leadership of my school talks enthusiastically about what needs to be accomplished in a time frame.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					

The leadership of my school encourages confidence the goals will

I have been chosen as a representative lecturer from all event in my institution.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					

SECTION C

Introduction:

The following questions are given per 1 minutes each answer (Please do it wisely provided to reflect on how well you objective as possible your level of agreement or disagreement with each statement)

Transformational Leadership Style

Moral Influence

The leadership of my school in stress price on the lecturers for associating with the leadership behaviors.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					

The leadership of my school talks about its most important values and beliefs.

	1	2	3	4	5
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Agree					